

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------------------|
| School name | Barford Primary School |
| Number of pupils in school | 407 |
| Proportion (%) of pupil premium eligible pupils | 201 (49%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | Annually in December |
| Statement authorised by | J.Davies (Headteacher) |
| Pupil premium lead | E.Harrison |
| Governor lead | S. Marshall – December 2022 |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 201,750 |
| Recovery premium funding allocation this academic year | £23,536 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £225,286 |

Part A: Pupil premium strategy plan

Statement of intent

At Barford Primary, we believe that every pupil should make good progress in school and be able to attain a high level of achievement across all curriculum areas. They should be able to make this progress irrespective of their background, any barriers or challenges that they may encounter. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this.

We ensure that high-quality teaching is at the heart of our approach. We have an emphasis on the areas in which our disadvantaged pupils require the most support, therefore we invest in our staff who support our disadvantaged children.

In order to best support our pupils, we look at the whole child. Support may include academic support throughout the curriculum and / or socially, through more pastoral support. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We intend that our disadvantaged and non-disadvantaged children will perform broadly in line with one another and continue good attainment and progress results for our disadvantaged children across the school.

Our pupil premium strategy works alongside the Covid catch up funding as well as the recovery curriculum to ensure the most vulnerable children get the opportunity to achieve their highest potential following the Covid-19 pandemic.

We adopt a whole school approach to supporting disadvantaged children. We expect all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Staff are expected to challenge, motivate and inspire all children so they are able to achieve their best.

These strategies are long term and we intend to review and amend as best practice improves over the coming years allowing us to achieve our goal of offering our children the best possibilities now and into the future.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
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| 1 | Disadvantaged children have been impacted more by the pandemic both academically and pastorally. They cannot always easily access pastoral support including well-being and mental health support. |
| 2 | Disadvantaged children have less access to remote technology and digital learning opportunities. |
| 3 | A new wider curriculum needs to be embedded so that provides a broad, ambitious and engaging, that all pupils (especially our disadvantaged pupils) access to a range of opportunities and experiences that they may not otherwise experience. |
| 4 | There is a need for continuous cycle of staff development to ensure pupil progress through consistent quality of planning, teaching and learning. |
| 5 | Parental engagement with the school to support the most vulnerable learners. This includes supporting parents with their well-being and mental health. |
| 6 | Inequality in access to wider life experiences such as leisure activities e.g. theatre visits. |
| 7 | There is a need for breakfast club provision to support punctuality and attendance including for some of our vulnerable families. |
| 8 | There is a need for an even wider strategy for wellbeing and CPD for positive behaviour education and training post pandemic to ensure that every child is ready to learn |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| The learning gap for disadvantaged children will reduce in all curriculum areas through high quality teaching (including phonics), one to one | <ul style="list-style-type: none"> Lead practitioner for Teaching and Learning will be non-class based and will deliver interventions, model lessons and support with planning. Additional staffing in Year 2 and 6 will facilitate smaller teaching groups so that gaps in learning |

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| <p>tuition and interventions from Early Years through to Year 6.</p> | <p>and knowledge that previously existed will be reduced.</p> <ul style="list-style-type: none"> • Consultancy CPD work will have a direct impact on the teaching and learning to further raising the attainment and progress of the disadvantaged pupils. • PIXL program will be effectively used to facilitate closing the gap of our disadvantaged pupils by providing targeted teaching and learning assessment and resources. • One to one tuition will effectively support the progress of our disadvantaged pupils in their core skills. |
| <p>Disadvantaged pupils have an enriched curriculum and are not prevented from access due to economic constraints</p> | <ul style="list-style-type: none"> • There are no barriers to pupils accessing the rich opportunities offered within the wider curriculum. • All disadvantaged pupils have equal access to trips, clubs and enrichment activities. • The school offer a wide range of curriculum and enrichment activities afterschool for our disadvantaged pupils. |
| <p>Disadvantaged children have equal access to emerging technology to support their learning including greater access to online learning tools</p> | <ul style="list-style-type: none"> • Disadvantaged pupils close the gap by having access to emerging technology to support their learning. • Disadvantaged pupils (Year 6 in the first instance) will have equal access to emerging technologies and at home online learning. • Disadvantaged and identified vulnerable pupils will have access to school devises at home to support their learning and close the learning gap. |
| <p>High engagement levels from parents/carers in supporting their child in their learning.</p> | <ul style="list-style-type: none"> • Further developed supportive and strong professional relationships between the school, families and the pastoral support staff. • Reintroduction of parent group sessions and local community links (Port Loop / food surplus links) are set up and positively impact the pupils and parents lives. • Coffee mornings increase the parental contact with the school and develop relationships and help to support parental access to key services. |
| <p>Pupils will have access to a broad and engaging curriculum</p> | <ul style="list-style-type: none"> • Teaching and Learning / Curriculum lead will support the implementation of the new |

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| <p>that is ambitious, well planned and resourced.</p> | <p>curriculum to ensure that all lessons are well planned, well-resourced, delivered effectively and promote achievement of all pupils including levelling up opportunities for our disadvantaged pupils (which otherwise they may not experience). Green Time will be used to show further improvements in engagement levels.</p> <ul style="list-style-type: none"> • All curriculum subject leads will have designated leadership time to develop their subject effectively so that it meets the needs of all pupils including those who are disadvantaged. • Roots to Fruits project offers wider curriculum opportunity as well as a therapeutic programme for some of our disadvantaged and vulnerable pupils as part of their curriculum and well-being support. |
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 154,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>Phonics training and CPD so that high quality lessons and interventions are delivered.</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Regular CPD Consultant support to further develop the consistent approach to high quality teaching and learning in phonics.</p> <p>KS2 children who had not previously passed the phonics screening check or those who are EAL closing the gap through the delivery of this support.</p> | <p>1,4</p> |
| <p><i>Identified staff to be trained to deliver emotional and behavioural support to</i></p> | <p><i>THRIVE</i> training for key Inclusion staff to disseminate whole school.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> | <p>1,5,8</p> |

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| <i>selected disadvantaged children</i> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
| <i>Staff to facilitate additional teaching groups across the school</i> | Additional teacher in Year 6 and Year 2 (Part time) to reduce class size and facilitate targeted teaching and learning. Increased phonics provision across KS1 by increasing staffing and reducing the size of phonics groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring | 1,7 |
| <i>Consultancy support for the further development EYFS</i> | EYFS consultant to work regularly with EYFS including providing bespoke CPD, curriculum and teaching and learning support. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches | 1 |
| <i>Teaching and Learning / Curriculum Lead support across the school</i> | Curriculum lead will support subject leaders to work with teachers to develop and plan high quality lessons. This will be evidenced in book looks, data and learning walks. Teaching and Learning / Curriculum lead is now non class based to allow for team teaching, modelling and coaching. | |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| One to one tutoring | School based tutoring / one to one tutor to run after school sessions. 2 x weekly https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2,4 |

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| <p><i>Intervention group across the school for key skill / one to one reading</i></p> | <ul style="list-style-type: none"> • Post Covid-19, the bottom band of pupils in each year group need 1:1 or small group interventions to allow them to catch up with their peers. • ‘Expected level’ children pre Covid who had fallen behind during the pandemic given 1:1 support to allow them to swiftly catch up with where they were assessed previously. • Staff specifically employed to deliver high quality interventions to support children’s progress. • 1:1 and small group work has proven effective following extensive research • Whole school intervention programmes set up based on pupil progress meetings with teachers. • Additional ‘in class support’ to facilitate one to one reading in all year groups. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> | <p>1,2,7</p> |
| <p><i>Additional phonics targeted teaching groups</i></p> | <ul style="list-style-type: none"> • Phonic assessments carried out at the end of each unit to embed and secure staff knowledge and understanding. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>4,7</p> |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <p><i>Emotional well-being and behavioural support delivered through a variety of programmes for targeted children</i></p> | <ul style="list-style-type: none"> • Need for additional support following 3 houses assessments at the start of each term. • Low self-esteem in some disadvantaged pupils and the need to encourage and instill confidence and resilience outside of the classroom environment. <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | <p>1,3,7,8</p> |

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| <p><i>including THRIVE, Lego Therapy and Roots to Fruits</i></p> | | |
| <p><i>Parents information sessions, workshops and support groups.</i></p> | <ul style="list-style-type: none"> • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) • Research suggests that supporting parents and getting them to engage with the school through supporting their own well-being, knowledge and understanding of their child's learning has an impact on the child and can close the attainment gap by months compared to those who do not engage <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>5</p> |
| <p><i>New Attendance and Behaviour schemes</i></p> | <p>Continue to further improve attendance levels (especially those who are vulnerable or disadvantaged) and pupil's motivation to attend school by implementing a success based system. To include class displays, rewards and recognitions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | <p>7,8</p> |

Total budgeted cost: £ 208,650