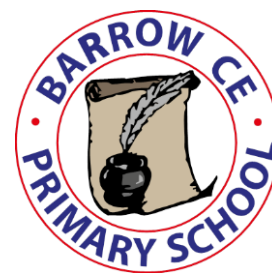


# Barrow CE Pupil premium strategy statement



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	Barrow CE Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	24% 9 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 to 2023
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paul Hudson Headteacher
Pupil premium lead	Serah Appelbe Class Teacher
Governor / Trustee lead	Mrs Prior

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£11,760</b>

# Pupil premium strategy plan

## Statement of intent

Our aim is to empower our pupils to achieve their optimum potential in a safe, happy and individually focused school environment. We believe this creates pupils who are confident and well-balanced, and therefore best-placed to thrive. Overcoming barriers to learning is at the heart of our PPG use.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We aim to provide equity to allow disadvantaged pupils to maximise educational opportunities

High-quality teaching is at the heart of our approach. This supports the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Barrow. We aim to fund and support both mixed age classes with a teaching assistant, whilst providing quality training to all staff to support all pupils. Our approach is responsive to the common challenges we experience and individual needs. This is supported by assessments and not assumptions about the impact of disadvantage.

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

### **Our priorities**

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- To provide equity to allow the pupils to maximise educational opportunities
- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring that the PPG reaches the pupils who need it most
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour.

## Challenges

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

Challenge number	Detail of challenge
1	Mixed age classes with children who have additional needs in both classes.
2	Assessments and observations show that disadvantaged pupils made the least progress in Reading last year.  33.33% of Pupil Premium made Age Related Expectations of above compared to 88.46% of Non-Pupil Premium
3	Some of our pupils have social and emotional needs which impact on their readiness to learn.  Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in more significant wellbeing / pastoral and mental health needs.
4	A proportion of our pupils are below or just below in reading, writing and/or maths  Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).  Our Autumn Assessments show that a small group of children, both PP and Non-PP, need additional support in Writing, Maths and Reading. Due to small year groups, it is easy for class assessments to be skewed by the performance of an individual, therefore we take the approach of analysing at the pupil level rather than class level.
5	To provide equity in opportunities to access enrichment opportunities and to provide equipment.
6	To maintain the national average attendance of 96% and above (97.9% for both Pupil Premium and Non-Pupil Premium 2020 to 2021) and to act upon persistent or frequent absence quickly.

## 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
To support disadvantaged pupils in their attainment and progress in Phonics, early language acquisition and reading	Assessments (speech and language therapist reports, Neli, teacher assessments, Phonics Screening results) and observations to indicate improved progress in Phonics, Reading and early language skills communication.  <i>There was a great gap in reading between the children reaching expected levels in reading.</i>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• <b>qualitative data from student voice, parent surveys and teacher observations</b></li> <li>• A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by meetings</li> <li>• Observations of children's engagement in learning</li> <li>• Participation in cultural capital experiences and enrichment activities, particularly among disadvantaged pupils at a free or reduced cost</li> </ul>
To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupil.	In school tracking data and end of Key Stage (ELG, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being in line with the national average (96%)</li> <li>• Persistent absence being addressed swiftly in all cases.</li> </ul>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,000 plus Staffing costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase further Literacy Counts English Writing Units and Shared Reading schemes to embed dialogic activities to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Purchase of <b>Read, Write, Inc reading books</b> to secure early phonics teaching for all pupils.</p> <p>Intervention groups to support Phonics skills based on the Read, Write Inc Scheme.</p> <p>Introduction of the NELI Programme (Nuffield Early Language Intervention) to improve Reception children's early language skills. Training of staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
Enhancement of our maths teaching through the Maths Hub	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2, 4

<p>funding teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>To purchase and use 'Power Maths' in KS1 419.43</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p><i>Supporting children's mental health and well-being; character education; development of children's resilience; bullying prevention; life skills; behaviour management; personal development; and Spiritual, Moral, Social and Cultural Development.</i></p> <p>ELSA training and targeted timetabled sessions for individual or group-based support.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£299.95 + Staffing costs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of the NELI Programme (Nuffield Early Language Intervention) to improve Reception children's and Year One early language skills.</p> <p>X 3 Training of staff (10 hours per member of staff)</p> <p>TA to deliver training 30 minutes per day.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,4
<p>Additional maths sessions targeted at pupils who require further support.</p> <p>To purchase and use the 123 Maths intervention across the school. (<b>£179.95</b>)</p> <p>To purchase White Rose Hub Premium Resources (<b>£120</b>)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of the year.</p>	4, 2

TT Rockstars Targeted Maths interventions in the classes targeted at pupils specific needs.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 250 and Staffing costs (Monday 12 – 2pm)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff development on mental health and well being	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5, 3
Contingency fund for acute issues.	We have set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to	
<p>Improve the quality of social and emotional (SEL) learning. <i>Supporting children’s mental health and wellbeing; character education; development of children’s resilience; bullying prevention; life skills; behaviour management; personal development; and Spiritual, Moral, Social and Cultural Development.</i></p> <p>ELSA training and targeted timetabled sessions for individual or group-based support.</p> <p>Mindfulness Monday group delivered by a TA (additional cost to budget)</p> <p>After school clubs</p>	<p>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): <a href="https://www.educationendowmentfoundation.org.uk/eeef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

**Total budgeted cost: 10.760**

# Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Funded activity	Impact
Small class sizes across the school	This enabled the school to retain 3 classes. Small class sizes across the school enables more time to be spent with a teacher, leading to improved outcomes. (No classes above 19 pupils.)
TA or teacher small group or daily weekly sessions.  <u>Costs</u>  <b>£7,200</b>	Two of the larger sized classes had TA support. This enabled more specialist teaching and small group sessions. (EEF research shows that small group support can impact pupils' progress positively by 4 months and 1:1 support by 5 months) A variety of interventions have been delivered to support children in their social and academic progress eg Phonics, additional reading, spelling, Beat Dyslexia intervention and Maths catch-up.
Digital technology  <u>Costs</u>  <b>Bug Club £1,318,80</b>	All pupils had access to learning with digital devices at home during lockdown. The school continued to subscribe to Bug Club, White Rose Maths, Online Read to Write.
Access to weekly forest schools	Weekly forest school sessions have been invaluable, especially after the difficult period of 'COVID LOCKDOWNS'. The sessions have supported the children in many ways, such as developing self-regulation skills, resilience, increase of motivation and concentration, improving problem solving whilst learning lots of practical skills.
Provision of free before school (Larks) breakfast club for Pupil Premium children during the Autumn Term	This facility was used by our pupil premium children in the Autumn Term. This enabled a settled start to the school day and has had a significant positive impact on readiness for learning.

<p><b><u>Cost</u></b></p> <p><b>Larks and Owls</b> <b>£1,493.25</b></p>	
<p>Subsidise after school (Owls) club fees (Autumn Term) and enrichment experiences e.g. school visits, residential trips.</p> <p><b><u>Cost</u></b></p> <p><b>Educational visits</b> <b>£120.00</b></p>	<p>Educational trips before and after lockdown were offered at a lower cost for pupil premium pupils. Although sporting events between schools have not taken place, we took the opportunity to combine the Oak and Willow Class for dance and athletic sessions. Class topic days took place to enhance the curriculum offer, following the restrictions on educational visits.</p>
<p>'Our Way of Working' training for two teachers</p> <p><b><u>Cost</u></b></p> <p><b>Free course</b></p>	<p>Two members of staff attended training the programme, which to develop a common and consistent approach to working with families, using shared language and shared understanding across all multi agency groups.</p>
<p><b>English</b></p> <p><b><u>Cost</u></b></p> <p><b>Read to Write Units</b> <b>£120.00</b></p> <p><b>Resources</b> £29.00 <b>Read, Write Inc</b> <b>Resources</b> £31.80</p>	<p>We used the following approaches to support quality first teaching and interventions to support progress.</p> <ul style="list-style-type: none"> <li>• Children worked in ability groups and received five phonics sessions a week for 20 minutes, supported by the Teacher and Teaching Assistant.</li> <li>• The purchasing and use of the 'Read to Write Literacy Units from Literacy Counts as part of our rolling program. Purchasing of the online 'Read to Write' units to support live teaching.</li> <li>• During lockdown, we continued to use the online reading platform Bug Club, whilst providing physical reading books for those who were unable to access online resources. Phonic packs and online lessons were used to deliver Literacy lessons.</li> <li>• All Year 2 pupils passed the delayed phonics screen test.</li> <li>• See Age Related Expectation data below.</li> </ul>
<p><b>Maths</b></p>	<p>We used the following approaches to support quality first teaching and interventions to support progress.</p> <ul style="list-style-type: none"> <li>• The school has taken part in the Wirral Hub, Readiness to Mastery Maths as part of a four-year program. Through staff meetings we</li> </ul>



<p><b>Cost</b></p> <p><b>123 Maths £215.94</b></p> <p><b>TT Rock stars £113.88</b></p> <p><b>White Rose £120.00</b></p> <p><b>First4Maths Training £30.00</b></p>	<p>have looked at what mastery is, developing positive culture and mindsets towards math's, using the research of James Nottingham and Jo Boaler and developing fluency based on Rosenshein's principles.</p> <ul style="list-style-type: none"> <li>• Teacher and TA support to deliver interventions and small group work: Teacher lead Maths intervention, 123 Maths intervention computer program, Time Table Rockstars, Recap sessions.</li> <li>• Using the Ready to progress document to focus the teaching of Maths.</li> <li>• 'My Maths' and White Rose premium resources were purchased, to support online learning and activities in Maths.</li> <li>• See Age Related Expectation data below.</li> </ul>
<p><b>Leadership and Management time to improve attendance.</b></p>	<ul style="list-style-type: none"> <li>• Daily registers in school and during daily zoom teaching sessions.</li> <li>• Phone calls with parents concerning unauthorized absences or low attendance.</li> <li>• School open to key workers and vulnerable children during the lockdown.</li> <li>• Risk assessments were created and shared regarding the safety of pupils and staff throughout any changes to COVID.</li> </ul>
<p><b>Lock down</b></p>	<ul style="list-style-type: none"> <li>• Barrow School was open to key workers' children and vulnerable children for lockdown.</li> <li>• Weekly class timetables and resources were emailed to parents. When possible, paper workbooks and resources used in conjunction with live teaching were available for collection.</li> <li>• Two daily Class zooms provided face to face teaching, discussion and support with follow up tasks and whole school worship sessions.</li> <li>• During lockdown all pupils had access to digital devices and accessed online learning. Government funded laptops were provided to individual pupils.</li> <li>• If absent from the daily zooms, phone calls home were made from the pupil's teachers to discuss learning and any social and emotions needs of the pupils and families.</li> <li>• All FSM were provided with school lunches</li> <li>• Forest school sessions ran throughout the Covid-19 Spring Term lockdown for key works and vulnerable pupils. This was extremely valuable and supported both academic and social and emotional development.</li> <li>• Larks and Owl sessions continued to be available for Key Worker and vulnerable pupils. (7.45 - 8.50 and 3.05 - 4.30pm)</li> </ul>

	<ul style="list-style-type: none"><li>• Information regarding help lines, mental help websites, community support and application for Pupil Premium were given to parents during lockdown and staff were available for support and guidance.</li><li>• The use of online platforms used to support home learning: The National Oak Academy, Online Read Write Inc phonics lessons, White Rose Maths lessons.</li><li>• TAF meetings continued online.</li><li>• Creative time was prioritized into the weekly timetable. Pupil and the community were encouraged to participate in 'The Great Art Exhibition'. All classes were encouraged to participate in the photo challenges.</li></ul>	
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