# \\barrowfs01\schldocs$\My Pictures\New school logo.white background.pngBarrow CE Primary School Pupil Premium Strategy Statement 2023-24

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Barrow CE Primary School |
| Number of pupils in school | 49 |
| Proportion (%) of pupil premium eligible pupils | 26% (12 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 to 2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Julia Tillotson  Chair of Governors |
| Pupil premium lead | Paul Hudson  Headteacher |
| Governor / Trustee lead | Matt Denton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £21,400 |
| Recovery premium funding allocation this academic year | £1,500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £22,900 |

# Pupil premium strategy plan

## Statement of intent

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| 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:   * 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. * Providing social, sporting and creative opportunities for all, regardless of socio-economic factors. |

## Challenges

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

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| 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 and writing last year. |
| 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 increased during the past years and this has resulted in more wellbeing / pastoral and mental health needs. |
| 4 | Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 5 | To provide equity in opportunities to access enrichment opportunities and to provide equipment. |
| 6 | To maintain the national average attendance of 96%. |

## 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.

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| 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, teacher assessments, Phonics Screening results) and observations to indicate improved progress in Phonics, Reading and early language skills communication.  *There was a great gap in reading between the children reaching expected levels in reading.* |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/24 demonstrated by:   * qualitative data from student voice, parent surveys and teacher observations * A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by meetings * Observations of children’s engagement in learning * Participation in cultural capital experiences and enrichment activities, particularly among disadvantaged pupils at a free or reduced cost |
| 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. | Sustained high attendance:   * the overall absence rate for all pupils being in line with the national average (96%) * Persistent absence being addressed swiftly in all cases. |

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

Budgeted cost: **£7,000**

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| 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. | 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. | 1, 2 |
| Purchase of **Ready, Steady Phonics materials and books** to secure early phonics teaching for all pupils.  Intervention groups to support Phonics skills based on the Ready, Steady Phonics Scheme. | 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. | 1, 2 |
| Enhancement of our maths teaching through the Maths Hub 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).  To purchase and use ‘Power Maths’ across the whole school.  To purchase additional equipment and resources to re-inforce the ‘concrete’ understanding. | 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.  The EEF guidance is based on a range of the best available evidence. | 1, 4 |
| Improve the quality of social and emotional (SEL) learning.  *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.*  ELSA training and targeted timetabled sessions for individual or group-based support.  To broaden the opportunities for nurture and ELSA support due to increased need. | 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).  Children’s mental health and emotional state has a great effect upon their ability to learn and engage in their class work but also their ability to socialise, support their emotions and feel secure as a member of the school community. | 3, 5 |

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

Budgeted cost: **£6,150**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics interventions supporting the Ready, Steady phonics scheme. | Interventions planned and recorded | 2, 5 |
| Additional reading sessions targeted at disadvantaged pupils who require further support. | Staff providing targeted reading support particularly for the disadvantaged children. | 2,5 |
| Additional maths sessions targeted at pupils who require further support.  To purchase and use the 123 Maths intervention across the school. (**£179.95**)  To purchase White Rose Hub Premium Resources (**£120**)  TT Rockstars  Targeted Maths interventions in the classes targeted at pupils specific needs. | Small group tuition has an average impact of four months’ additional progress over the course of the year. | 1, 4, 5 |

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

Budgeted cost: **£8,250**

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| 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. | 5, 6 |
| 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, clubs and childcare support. | Disadvantaged children are able to attend school trips which will provide them with access to social, sporting and creative activities which they may otherwise have missed out on. The funding of before and after school provision means that their attendance and punctuality is supported. Especially for those children who a resident with Save the Family. | 3,5,6 |
| Improve the quality of social and emotional (SEL) learning.  *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.*  ELSA training and targeted timetabled sessions for individual or group-based support. | 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). | 5, 6 |

**Total budgeted cost: £21,400**

# 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 2022 to 2023 academic year.

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| |  |  | | --- | --- | | **Funded activity** | **Impact** | | TA or teacher small group or daily weekly sessions. | Both classes have 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 e.g., Phonics, additional reading, spelling, Beat Dyslexia intervention and Maths catch-up. | | Provision of free before school (Larks) breakfast club for Pupil Premium children. | This facility was used by our pupil premium enabling a settled start to the school day and has had a significant positive impact on readiness for learning. | | Subsidise after school (Owls) club fees and enrichment experiences e.g., school visits, residential trips. | Disadvantaged children do not have fund residential, class visits and trips. | | English | We used the following approaches to support quality first teaching and interventions to support progress.   * Children worked in ability groups and received five phonics sessions a week for 20 minutes, supported by the Teacher and Teaching Assistant. * The purchasing and use of the ‘Read to Write Literacy Units from Literacy Counts as part of our rolling program. Purchasing of the online ‘Ready, Steady Phonics’ units to support live teaching. * All Year 2 pupils passed the delayed phonics screen test. | | Maths  **Cost**  **123 Maths**  **TT Rock stars**  **White Rose**  **First4Maths Training** | We used the following approaches to support quality first teaching and interventions to support progress.   * The school has taken part in the Wirral Hub, Readiness to Mastery Maths as part of a four-year program. Through staff meetings we have looked at what mastery is, developing positive culture and mindsets towards maths. * 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. * Using the Ready to progress document to focus the teaching of Maths. * ‘My Maths’ and White Rose premium resources were purchased, to support online learning and activities in Maths. | |