

Pupil Premium Strategy Statement Barton Church of England (VA) Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	121 pupils
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Julie Martin Head Teacher
Pupil premium lead	Mrs Julie Martin Head Teacher
Governor / Trustee lead	Mrs Priscilla Slusar Mrs Emma Pilgrim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£13,320

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium and what is its purpose?

The pupil premium grant is funding to improve educational outcomes for disadvantaged 5-16 year-olds in state-funded schools in England. Evidence shows that children from disadvantaged backgrounds generally face challenges in reaching their potential at school and are often challenged to perform as well as their peers. Publicly funded schools in England receive additional funding (Pupil Premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. It is understood that not all children who are in receipt of PP funding are socially or academically disadvantaged. It is also recognised that not all children who are socially and or academically disadvantaged will be registered or qualify for Pupil Premium funding. It is the responsibility of school leaders to secure the most effective use of the funding in order to achieve the best possible outcomes for all their pupils.

At Barton, it is our intent to enable all children, those accessing PP funding and our non PP children, to flourish through all the opportunities we provide them with, including the enriched learning opportunities within our curriculum. We will seek to ensure continued focus on learning behaviours through our 'Barton Bs,' our values and learning attitudes.

At Barton CofE Primary School we work to eliminate prejudice and discrimination and to support our pupils in an inclusive, caring and nurturing environment. We currently have 6.6% of our pupils on roll in receipt of Pupil Premium, 8 pupils. We actively encourage all eligible families to apply for this funding.

Pupil eligibility and use of the funding

The following groups are eligible for pupil premium support:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked-after children

Our Rationale

At Barton Church of England (VA) Primary School we access the **Education Endowment Foundation (EEF) Guide to the Pupil Premium** to inform and guide our use of Pupil Premium funding.

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

In line with the EEF Guide, Barton Primary School adopts a tiered approach to Pupil Premium spending. They are as follows:

Quality First Teaching

Quality First Teaching for all, with staff skilled in adapting and delivering in a way that ensures the curriculum is accessible to all pupils. QFT 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. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.

Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

➤ **Targeted academic support**

Evidence shows that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

➤ **Wider strategies**

Significant non-academic challenges—such as attendance, behaviour, and the Social, Emotional and Mental Health and Wellbeing needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

➤ **Responsibilities:**

School leaders are best placed to assess their pupils' needs and decide how to use pupil premium funding. Governing bodies are responsible for ensuring that the spending is targeted at the right pupils and has an impact on their attainment and progress. All teachers to be accountable for the education and progress of all pupils in their classes.

Support Referenced:

<https://educationendowmentfoundation.org.uk>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Challenges

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

Challenge number	Detail of challenge
1	Reading, Writing and Maths are barriers for some of our Pupil Premium children. Not all pupils are encouraged to read at home and some pupils are not encouraged to access their home learning activities. These challenges and needs are evidenced when staff complete assessments, book scrutiny work and observations and when we seek to evidence pupil voice. Attainment in Writing remains a challenge across KS1 and KS2.

2	Social, emotional, mental health and attachment issues are a barrier to learning for some pupils accessing the Pupil Premium grant. This impacts on their ability to focus and slows down progress in their learning.
3	Social issues within challenging home life, parents having to manage competing demands on their time and attention. Low parental engagement in support for learning is apparent for some of our PP and NPP children.
4	Ensuring level of challenge for all pupils, developing resilience and motivation, determination and encouraging positive learning behaviours and high expectations for all.
5	Attendance and punctuality is an ongoing challenge for a specific group of pupils at Barton.

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
<p>Priority 1.</p> <p>All pupils, including PP and disadvantaged children are being supported and challenged to bridge gaps in their learning, making at least good if not better progress.</p> <p>Particular focus on Maths and Writing</p>	<ul style="list-style-type: none"> - PP Pupils to make progress in line with non PP pupils, evidencing Age Related Expectations or above. - Monitor attendance - Supported intervention, including Early Years Intervention and focused provision where necessary - Ensuring appropriate information is available to parents on the school website (Curriculum Statements and Progression Documents) - SonarTracker data, discussions at Pupil Progress Meetings to ensure pupils are on track to achieve / exceed targets - As a result of appropriate feedback pupils have a good understanding of their own learning and how to progress
<p>Priority 2.</p> <p>Children are in a better place to access their Cognition and Learning and to feel positive and engaged with their learning when there is effective support both in and out of school to support their Social, Emotional and Mental Wellbeing.</p>	<ul style="list-style-type: none"> - Vulnerable children across the school are identified at the earliest opportunity. Support is sought to help address their needs – social, emotional and mental health - Pastoral Support / Family Support Worker / Trained Mental Health Leads, (2 members of staff) Play Therapy, PSHE Curriculum, RSE Curriculum, De-escalation before Intervention, STEPS Training - To provide a rich and varied curriculum which enhances pupils' cultural capital and exposes them to a wide range of different experiences - DSLs to monitor reports of Logs of Concern / Safeguarding issues/ Behaviour Issues - Qualitative Data- School Council, Pupil Voice, Questionnaires, Safeguarding Audit, Health and Safety Audit, PSHE Audit for Y5/Y6 pupils - Specific PSHE related texts added to wish list on Amazon

	<ul style="list-style-type: none"> - Increased participation in enrichment activities, particularly amongst the disadvantaged – choir, music, festivals and competitions - Ensure good transition between classes/ Key Stages and onto Secondary School
<p>Priority 3. Supporting and encouraging increased parental engagement from parents and carers of pupils accessing PP grant</p>	<ul style="list-style-type: none"> - PP Pupils to make progress in line with non PP pupils, evidencing ARE or above - Staff to have a focus on Progression documents across English – Communication and Language, Reading, Writing, SPAG, Spelling - Staff working across both KS1 classes to moderate work with KS1 lead to support in planning and observations - Encourage attendance at Parent Consultation Meetings - Additional meetings arranged for parents if required - Monitor attendance and lateness of specific pupils - Greater awareness for parents of ARE (Website – phonic support)
<p>Priority 4. Encouraging and promoting positive learning behaviours, affirming and developing good attitudes and values, building confidence and resilience.</p>	<ul style="list-style-type: none"> - To show Barton Primary School as an inclusive, caring and nurturing environment for all pupils, regardless of need. - To focus pupils to be mindful of our Golden Rule ‘Do to others as you would want them to do to you.’ Matthew 7:12 - To support all pupils to their understanding and evidencing of our Barton Bs: Be Safe, Be Respectful, Be Learners - To encourage pupils to be mindful and to ‘live out’ our core Barton Values of Love, Respect, Integrity, Justice, Thankfulness and Determination.
<p>Priority 5. To achieve and sustain high levels of attendance for all pupils, with a particular focus on pupils accessing PP grant.</p>	<ul style="list-style-type: none"> - To monitor lateness and absentism - Sustained high level of attendance - Overall attendance rate for all pupils at least 98%. With a negligible gap between disadvantaged and non-disadvantaged

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Smaller Class sizes in UKS2	QFT in Y5 and Y6 classes with 22 pupils in each class. TA support for 1 EHCP Capacity to plug gaps in learning (linked to Covid years) and support pupils with increased anxieties and worries (in preparation for SATS and transition to Secondary School)	1,2,4
Targeted support for specific pupils in relation to their writing Targeted support in aiding pupils to write using IT	HLTA support across KS2 to support pupils in mastering their written skills and application of SPAG work in their writing. Focus on progressing 'touch type' skills to support pupils in evidencing their ability in writing when handwritten work can be a barrier to their learning.	1,2
English Lead, teaching staff and TA training with Liz Holmes – Cambridgeshire English Advisor	Continue updates and support for teachers and TA staff in progressing and moving pupils on in their reading and writing	1,2
English Lead Training and support from New Wave English Hub	Continued release from class and support in managing Little Wandle and Early Reading Skills in EYFS and across KS1	1,2
Maths Lead, teaching staff and TA training with Becky Mosley – Cambridgeshire Maths Advisor	Continue updates and support for teachers and TA staff in progressing and moving pupils on in their maths and preparing for a parents information evening.	1,2
Induction of new staff on De-escalation before Intervention and STEPS Training, now Cambridge Therapeutic Training (links with STT)	Induction for new staff with regard to managing challenging pupils – understanding pupil feelings and what might be impacting their behaviours. Skills to manage those neurodiverse pupils who struggle to regulate their response to situations	1,2,4
Funding available to support enrichment events for PP children and access to school uniform	Opportunity for parents to come to speak to HT and or SLT with regard to financial concerns that may impact pupil access to trips, creative arts, residential events, learning materials	3,5
Working with and supporting parents with regard to absences and lateness to school	Absent and lateness book – parents to give reason for being late / absent from school face to face meetings Being able to support at Breakfast Club if financially challenged Early drop off at school to be able to access enrichment activities e.g. Choir Letters, reminders and updates with regard to attendance and being late to school – establish good life long habits	3,5

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

Budgeted cost: £ 3,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in class with ECT	4 days of HLTA support in composite KS1 class with experience in Phonics and Early reading.	1,2
Targeted support for specific pupils in relation to their SEMH.	Social Skills groups and Lego Therapy in supporting pupils with their social interactions and friendships – understanding emotional literacy	1,2,4

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champions (TA Role)	TAs in each class to act as mentor for identified PP children in their class. <ul style="list-style-type: none"> - Note absences - Feedback concerns to Head / SLT - Support pupils to develop strategies to deal with worries and concerns - Support pupils to build resilience, self-confidence and determination - Support social skills and friendships for PP pupils (particularly during play and lunchtimes) 	2,4,5
Training for Senior Mental Health Lead	Funded by DfE Training accessed by Place2Be	2,4,5
Family Worker and colleagues from MHST	Parent workshops in school and 1-1 support for parents outside of school	2,3

Total budgeted cost: £ 13,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have carefully considered and reviewed the performance of our school's disadvantaged pupils (those pupils accessing Pupil Premium Funding) during the academic year 2023/24 using the Key stage 1 and 2 performance data, phonics check results and our own internal teacher assessments.

PROGRESS REPORT – Pupil Premium (9 pupils)
Steps Rate of Progress Report
 Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (9 pupils)

	Well Below	Below	Expected	Above	Well Above
Reading	2 (22.2%)				7 (77.8%)
Writing	2 (22.2%)		1 (11.1%)		6 (66.7%)
Mathematics	1 (11.1%)		1 (11.1%)		7 (77.8%)

ATTAINMENT SUMMARY – PP (9 pupils)

	Below	Expected	Above
Reading	33%	67%	(1 pupil) 11%
Writing	78%	22%	
Maths	56%	44%	(1 pupil) 11%

Assessment Test Results Summer 2024 – comparison
 At Barton CofE (VA) Primary School, staff and pupils should be congratulated on the achievements and successes in the Y6, end of KS2 SATS. We are so proud of all pupils in Owl Class, well done.

YEAR GROUP	Barton	National
Early Years Foundation: Good Level of Development	88%	68%
Year 1 Phonics	77%	80%
Year 2 Phonics retake (0 pupils)	/	91%

Key Stage 2 SATs
 See below percentages of pupils achieving expected standard and greater depth standard in reading, writing, maths and SPAG.

	Expected Standard (EXS)	Greater Depth (GDS)	National (EXS)
READING	100%	40%	75% (EXS) 28% (GDS)
WRITING	60%	7%	73% (EXS) 13% (GDS)
MATHS	87%	33%	75%(EXS) 25%(GDS)
GPS (Grammar, Punctuation and Spelling)	87%	27%	73%(EXS) 33%(GDS)
READING, WRITING & MATHS combined	60%	7%	62% (EXS) 8% (GDS)

- Reading attainment – 55% (5 pupils) of children eligible for PP, achieved end of year expectation in reading, 11% (1 pupil) achieved above ARE and 33% (3 pupils) assessed as working below age related expectations.
- Reading progress – 78% of children eligible for PP achieved well above expected progress in their reading.
- Writing attainment – 22% (2 pupils) of children eligible for PP, achieved end of year expectation in writing with 78% (7 pupils) assessed as working below age related expectations.
- Writing progress – 67% (6 pupils) of children eligible for PP achieved well above expected progress in their writing with 22% (2 pupils) evidencing less than expected progress

Matthew 7:12 'Do to others, whatever you would like them to do to you'

- Maths attainment – 33% (3 pupils) of children eligible for PP, achieved end of year expectation in maths with 11% (1 pupil) evidencing Greater Depth Standard. 56% (5 pupils) were assessed as working below age related expectations.
- Maths Progress - 78% of children eligible for PP achieved well above expected progress in their maths with 11% (1pupil) assessed at ARE and 11% (1 pupil) assessed as evidencing less than expected progress.
- 100% (2 pupils) Year 4 children eligible for Pupil Premium funding achieved age related expectation in reading.
- 50% (1 pupil) Year 6 child eligible for Pupil Premium funding achieved age related expectation in their end of year KS2 SATS in reading and maths.
- 50% (1 pupil) Year 6 child eligible for Pupil Premium funding achieved age related expectation in their end of year KS2 SATS in reading, writing and maths.

As a result of actions taken and support provided our children, accessing Pupil Premium funding, have made well above expected progress, particularly in their Reading and Maths.

When comparing the data detailing the performance of our disadvantaged pupils at Barton to our non-disadvantaged pupils and to those disadvantaged pupils at a national level, we need to be mindful that with small Pupil Premium numbers across our school, each pupil is 'worth' 11%.

Looking at our data for writing, it is very clear that in that area of the curriculum our pupils are under achieving. We need to address gaps and misconceptions in the pupils' understanding of success criteria across different genre and so accelerate progress in their written work. Evidence based intervention will support staff in bridging this gap. We have been and continue to work closely with our English (and Maths) Advisers at the Local Authority to progress training and access to updated support materials and strategies to support our pupils. We also continue to engage in Moderation workshops with other schools within our CB23 Cluster.

Attendance as a barrier to learning

Attendance for some of our Pupil Premium pupils was somewhat spikey last year. Issues related to this drop in attendance have been addressed and attendance for particular pupils is much improved this year. Regular communications have been sent out to parents and conversations have been had with regard to attendance We will continue to monitor their attendance to ensure it does not drop.

SEMH Barriers to learning

Over this year school have continued to provide much SEMH support to pupils who are eligible to PP funding by facilitating opportunity for them to come into school early at the start of the day and holding them until transport has been available at the end of the school day. Some of these pupils have also had access to small group counselling and therapy support with Play and Drama Therapists, during and after school. Additional support has been available via Family Workers and from colleagues within the NHS Mental Health Support Team. 1-1 tutoring support from a qualified teacher has also been facilitated to help boost pupil self-esteem and self-confidence.

Staff continue to have contact with parents at the school gates each morning and end of day. Their presence helps to build nurturing relationships, bridging school / home life. Ongoing correspondence with families has helped keep channels of communication open and necessary updates live and in real time.

Financial Support as a barrier to learning

To ensure financial pressures do not impact on parents' ability to support their children's educational experiences, families were supported financially to enable all pupils to access additional learning materials (e.g. CGP Books for our Y6 pupils) trips, residential experiences and musical tuition of wind

and brass instruments. Other free opportunities are available to all pupils e.g. choir, School Council, children accessing the PP Grant are encouraged to join in these enrichment activities.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

At Barton CofE (VA) Primary School the number of pupils accessing the Pupil Premium grant has been fairly consistent, with between 7-9 pupils on our PP register.

Attendance for Children accessing the Pupil premium Grant for 2023-2024 was 96.4% - See Governor Report Dated 5th July 2024 (EOY Data on Vulnerable Groups - PP, SEND, VG)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle- phonics and Early Reading	New Wave English Hub
Staff Training – TA and Teaching staff	LA English and Maths Advisers