

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

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

Detail	Data
School name	Barton Church of England (VA) Primary School
Number of pupils in school	112 pupils
Proportion (%) of pupil premium eligible pupils	8.0% (9 pupils) academic year 2023 2024 funding for 5.3% (6 pupils) financial year 2023-2024
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	October 2023
Date on which it will be reviewed	Summer Term 2024
Statement authorised by	Mrs. Julie Martin Head teacher
Pupil premium lead	Mrs. Julie Martin Head teacher
Governor / Trustee lead	Mrs. Anne Ugur

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	Actual: £8,730 - 6 pupils actual Due: £13,095 - 9 pupils
Recovery premium funding allocation this academic year	£ 2000
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	Actual: £10 730 Due: £15,095

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.

Barton Church of England (VA) Primary School currently has 8% of pupils on roll in receipt of Pupil Premium, 9 pupils. Based on figures from Oct 2022 Census we are actually funded for 6 pupils, 5.3% of our pupils. We actively encourage all eligible families to apply.

Pupil eligibility and use of the funding

The following groups are eligible for pupil premium:

- 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.

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 socio-economically 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 boards 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	Elements of Speech and Language, Reading, Writing and Maths are barriers for some of our Pupil Premium pupils. Not all pupils are encouraged to read at home and some pupils are not encouraged to access their home learning activities. 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.

4	Disadvantaged pupils with SEND needs make less progress than non-disadvantaged pupils with SEND.
5	Ensuring level of challenge for all pupils, developing resilience and motivation, encouraging positive learning behaviours and high expectations for all.
6	Inclusion through QFT and CPD for staff (teachers and TAs) – accessing appropriate training for ECT teacher.
7	Additional costs limits access to enrichment opportunities e.g. clubs, music tuition, cultural events and residential trips.

Activity this academic year 2023 2024

Intended outcomes

This explains the outcomes we are aiming for this year, 2023-2024 and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Priority 1. Children are in a better place to learn and make positive progress when there is effective staff support in school to support their Social, Emotional and Mental Health.</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 / Mental Health Lead, (SLT) Family Worker, 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 - Increased participation in enrichment activities, particularly amongst the disadvantaged – choir, music, festivals and competitions - Ensure good transition between classes / Key Stages <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>
<p>Priority 2. Pupils accessing Pupil Premium Grant to bridge gaps in their learning, making at least good if not better progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</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) - Target Tracker 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 3. KS1 pupils to bridge the gap in their phonic knowledge and to be able to apply this knowledge to their independent reading and writing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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 - Agreed purchase and use of an accredited phonic programme, Little Wandle - Supported intervention and focused provision where necessary (experienced staff support across both Robin and Kingfisher classes) - Greater awareness for parents of ARE (Website – phonic support)
<p>Priority 4. Increased numbers of pupils are making ARE in Reading – focus on selection of reading material (ARE in single subject and combined)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<ul style="list-style-type: none"> - Introduction of new Phonic Scheme, Little Wandle. - New Little Wandle readers to supplement current reading books – for use across KS1 and LKS2 to plug gaps in phonic knowledge and reading - Completion of English Hub Audit – New Wave Federation, investment of £8000 in Phonic and Reading materials - PP Pupils to make progress in line with non PP pupils, evidencing ARE or above - Staff to have a focus on Progression document relating to progress in reading (Communication and Language, Reading, Writing, SPAG, Spelling) - Greater awareness for parents of ARE in reading and comprehension (Website – age appropriate reading suggestions and understanding of A Year. . . Reader . . .) - Replenish particular reading levels – Reading ladder texts - Travelling Book Sale (over a period of 3 days) - Topic texts added to Amazon Wish list and Birthday Gift books - Progress provision of a bespoke Library in school - Staff training in Benchmarking, YARC and other assessment materials
<p>Priority 5. Increased numbers of pupils are making ARE in Writing – focus on oracy and vocabulary (ARE in single subject and combined)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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 document relating to progress in writing - Greater awareness for parents of ARE in Writing (Website – A Year . . . Writer . . .) - Replenish dated and old library and reading books - Progress provision of a bespoke Library in school - Resourcing of shelving (display and ease of access) and topic related readers to support writing across the curriculum - Use of digital technology and e-books to stimulate and support writing - Staff training in planning and support in moderation of written work with other local schools and in-house moderation - Continued support from English Advisor, Liz Holmes (new staff in EYFS, KS1 & KS2)
<p>Priority 6. Across EYFS, KS1 and KS2 PP pupils will achieve at least ARE</p>	<ul style="list-style-type: none"> - PP Pupils to make progress in line with non PP pupils, evidencing ARE or above

<p>in Maths (ARE in single subject and combined with R,W)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=Maths</p>	<ul style="list-style-type: none"> - Greater awareness for parents of ARE in Maths (Website – A Year . . . Mathematician . . .) - Encourage collaborative learning, peer tutoring - Focused feedback from staff, explicit clear feedback on how to progress and move on (in class – responsive teaching) - Use of digital technology in progressing speed and pace in calculations – Times Tables (loan of equipment as necessary) - Continued support from Maths Advisor, Rebecca Moseley (new staff in EYFS, KS1 & KS2) - Challenging and supporting more able mathematicians – work with Dr Walker and colleagues from CVC - Challenging and supporting more able mathematicians some Y6 pupils attending CVC class after school
<p>Priority 7.</p> <p>Pupils are challenged to Greater Depth Standard where appropriate – developing a thirst for learning (resilience and challenge)</p>	<ul style="list-style-type: none"> - PP Pupils to make progress in line with non PP pupils, evidencing Greater Depth Standard where possible - Encourage metacognition and self-regulation approaches, focusing pupils to think about their own learning more explicitly - Reference EEF Guidance Report
<p>Priority 8.</p> <p>Pupils to gain a better understanding of their successes and next steps in achieving their potential and progressing in their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<ul style="list-style-type: none"> - Staff to progress their use of Distance Marking folders - Follow updated Marking Policy – colour coding - TA training in how to support staff in giving feedback to teachers and to the pupils - TAs to facilitate Pre teach and follow up as necessary - Tutoring Support to help plug the gaps in understanding misconceptions and next steps (x3 groups weekly) - PSHE and Collective Worship to focus on our Barton Values Be safe, Be respectful, Be learners
<p>Priority 9.</p> <p>To achieve and sustain high levels of attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> - To monitor lateness and absenteeism - Sustained high level of attendance - Overall attendance rate for all pupils at least 98%. With a negligible gap between disadvantaged and non-disadvantaged - No persistent absence over the past two years

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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure Quality First teaching in all classes with a focus on PP pupils</p> <ul style="list-style-type: none"> ➤ High expectations and challenging targets ➤ Identify barriers to learning ➤ Affirmative, encouraging language from all staff – praising positive learning behaviours and achievements ➤ Tracking progress and achievement each half term ➤ Use of support materials, scaffolding materials to support learning – vocab, WAGOLL, SC, examples of ➤ All subject leaders to have expert knowledge of the subjects they are responsible for and to disseminate this to the whole staff team in order to raise attainment of all pupils 	<p>The Sutton Trust/EEF Teaching and Learning Toolkit shows that QFT with an emphasis on Pupil Premium children is the most effective way of improving outcomes for our children.</p> <p><i>Sutton Trust found that ‘The effects of high quality teaching are especially significant for children from disadvantaged backgrounds: over a school year, these children gain 1.5years worth of learning with very effective teachers.’</i></p> <p>Closing the disadvantage gap</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.suttontrust.com/wp-content/uploads/2023/04/School-Funding-Pupil-Premium-2023.pdf</p> <ul style="list-style-type: none"> - Staff to review Curriculum Statements for all areas of subject leadership - Staff to review Progression Documents for all subjects under their leadership - Staff to attend CPD (LA and CB23) time to disseminate best practise to the staff team - Staff review of 2 year Curriculum Plan (including enrichment opportunities, music tuition, trips) - Staff to review School Action Plans and meet with Subject link Governors (establish relationships) 	<p>1, 2, 7</p>
<p>-Whole school training on STEPS therapeutic approach to Relationship and Behaviour Management</p> <p>-PSHE Lead / selected TA staff to attend relevant training around SEMH / Well-being, Emotional Literacy Support and Children who Worry</p>	<p>The Therapeutic approach to behaviour has been shown to improve the experience of pupils and adults in school and reduce exclusion. It has a positive impact on the wellbeing of the wider school community.</p> <p>Every pupil should have a supportive relationship with a member of our school staff.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1666901558</p>	<p>4, 5</p>

<p>Training for all staff on our new DFE validated SSP programme, Little Wandle. This will secure improved phonics understanding and teaching for all pupils.</p> <p>Training for English / Reading Lead on effective coaching of staff in implementing LW phonics and reading activities</p> <p>Reading Lead to monitor consistency of phonics teaching using LW and the Rapid catch Up sessions – Ref English Audit with NWF</p> <p>English/ Reading Lead to deliver Phonic Awareness sessions to parents</p> <p>Staff awareness and training on the content and impact of The Reading Framework July 2023</p> <p>Additional TA staff required in EYFS / Y1 class mornings – support phonics and Catch Up</p> <p>English lead release time to review the school’s writing curriculum and the teaching of writing across the school</p>	<p>https://www.littlewandlelettersandsounds.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Support materials https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 5, 6</p>
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<p>Staff training and implementation of assessment materials – CTs and TAs</p>	<ul style="list-style-type: none"> - Bench mark Reading Assessment - Updated version of Sandwell assessment materials https://www.gl-assessment.co.uk/assessments/products/sandwell-early-numeracy-test/ - Purchase of PHAB2 (phonic assessment) https://www.gl-assessment.co.uk/assessments/products/phab2/ - Precision Teaching https://www.structural-learning.com/post/precision-teaching-a-teachers-guide <p>Expanded Rehearsal Technique</p> <p>ERT is an evidence-based intervention aimed at improving children’s phonics skills and word reading fluency. It starts with the building blocks of word reading phonics and progresses to whole words.</p> <ul style="list-style-type: none"> - AET Training https://www.autismeducationtrust.org.uk/ - Sensory Circuit Training https://www.childrenschoicetherapy.co.uk/sensory-circuits/ 	<p>1, 4,5,6</p>
<p>TA training to support Phonic confidence in use of Little Wandle</p>	<p>https://www.littlewandlelettersandsounds.org.uk/</p> <ul style="list-style-type: none"> - Teacher support to empower TAs to plug gaps in phonic knowledge - Impact of phonic knowledge on reading and writing - Website to support parental knowledge 	<p>3, 6</p>
<p>Timetabled release of staff including Senior Teacher (2 day role) to monitor subject provision and to implement increased support where necessary (ECT, RQT)</p> <p>Increased HLTA support to cover staff monitoring</p>	<ul style="list-style-type: none"> - Planning Support / Scrutiny – ECT Mentor, RQT support (release time) (Vulnerable Pupil Focus) - Book looks (Vulnerable Pupil Focus) - Pupil voice (including PP and other vulnerable pupils) - School Council - Cost release time (HLTA staff) 	<p>5, 6</p>
<p>Purchase of additional reading books / consider development of a library with access to enjoy books</p>	<ul style="list-style-type: none"> - Having additional reading books and library books will support pupils in reading for pleasure and enable them to engage in additional texts within their ability level (Barrington Stokes Readers, LW readers across KS1/KS2) - Pupils to develop a joy and pleasure for reading 	<p>1, 3,7</p>

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

Budgeted cost: £ 6,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality and timely small group tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small</p>	<ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of the year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. 3. One to one tuition and small group tuition are both effective interventions. The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. 6. The quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). 7. It is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes. 8. Most of the research on small group tuition has been conducted on reading and there is greater impact, on average (+4 months). The maths a slightly smaller positive impact (+ 3 months) <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p>	<p>3,5</p>
<p>TA support in all classes – linked to EHCPs and EYFS pupils and specific PP support across KS1 and KS2</p> <p>SEND TA to support across EYFS, KS1 and LKS2 on a Thursday</p>	<p>Small group support / 1-1 support</p> <p>Interventions linked to specific areas of Cognition and Learning</p> <p>Pastoral support / Emotional Wellbeing</p> <p>Enrichment activities</p> <p>TA support linked to needs as directed by class teachers – on going needs, needs linked to specific areas of Cognition and Learning pertinent to the weeks Teaching</p>	<p>1,2,4</p>
<p>TA – 1 day weekly Tutoring Support with pupils in LKS2 (Year 4)</p>	<p>Tuition is targeted at specific needs and knowledge gaps – focus on Writing & Maths</p> <p>LKS2 – addressing gaps identified in gap analysis and ongoing issues linked to class based learning</p>	<p>1,5</p>

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Support for parents from referral to Family Worker</p> <p>Support for pupils / parents to NHS Mental Health Team, Kidsmatter, YoUnited</p>	<p>Evidence shows that where support is provided to help manage behaviour at home, alongside work being carried out with a pupil in school, there is greater likelihood of success in reducing problems and in supporting a pupil's academic and emotional development (DfE Mental Health and Behaviour in School)</p>	1,3

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

Budgeted cost: £ 405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk).</p> <p>Monitoring attendance and lateness</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Research shows that attendance is an important factor in student achievement.</p>	3,4
<p>TA led Social Skills Groups – Physical Activity and Craft Group</p>	<p>Focus on self-efficacy, emotional literacy and behavioural regulation, Barton Bs – Be Safe, Be Respectful, Be learners</p>	2
<p>Cultural enrichment – accessible as part of the curriculum for all pupils (free / subsidised places) – day trips, residential trips, clubs, wind band music tuition</p>	<p>ARTS participation for core academic attainment in English, Maths, Science, RE – all feeding into Reading and Writing</p> <p>Extra-curricular activities are important in developing soft skills, including social skills, boosting young people's confidence to interact socially with others and offer our young people opportunities to have fun and relax.</p>	7
<p>Use of IT</p>	<p>Loan of resources and equipment where IT is a barrier to home learning</p>	

Total budgeted cost: £ 13,095

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes.

PROGRESS REPORT PUPIL PREMIUM (7 pupils) - 1 child = 14%			
PROGRESS	Below	Expected	Well Above
Reading		29%	71%
Writing	57%		43%
Maths	29%		71%

ATTAINMENT REPORT – PUPIL PREMIUM (7 pupils) - 1 child = 14%			
ATTAINMENT	Below	Expected	Well above
Reading	29%	71%	
Writing	71%	29%	
Maths	57%	43%	14%

We have carefully considered and reviewed the performance of our school's disadvantaged pupils (those pupils accessing Pupil Premium Funding) during the 2022/23 academic year using the Key stage 1 and 2 performance data, phonics check results and our own internal teacher assessments.

- Reading attainment - 71% (5) of children eligible for PP, achieved end of year expectation in reading with 29% (2) assessed as working below age related expectations.
- Reading progress – 100% of children eligible for PP achieved expected and well above expected progress in their reading.
- Writing attainment – 29% (2) of children eligible for PP, achieved end of year expectation in writing with 71% (5) assessed as working below age related expectations.
- Writing progress – 43% of children eligible for PP achieved well above expected progress in their reading with 57% evidencing less than expected progress
- Maths attainment – 43% (3) of children eligible for PP, achieved end of year expectation in maths with 14% (2) of those evidencing GDS. 57% (4) assessed as working below age related expectations.
- Maths Progress - 71% of children eligible for PP achieved well above expected progress in their maths with 29% of pupils evidencing less than expected progress.
- 50% (1) Year 5 child eligible for Pupil Premium funding achieved age related expectation in reading, writing and maths combined.
- 50% (1) Year 2 child eligible for Pupil Premium funding achieved age related expectation in reading and writing and greater depth standard in 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. Those pupils who had to retake their Phonic assessment in Year 2 achieved the expected standard following increased focused support.

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' 14%.

Looking at our data for writing, it is very clear that in that area of the curriculum we 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.

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. We will continue to monitor their attendance to ensure it does not drop.

SEMH Barriers to learning

Over this year school have provided much 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 and 1-1 tutoring support from a qualified teacher to help boost their 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 trips, residential experiences and musical tuition of wind and brass instruments.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Phonics	Wandle and New Wave English Hub - Phonics & Early Reading