

# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 CofE (VA) Primary School
Number of pupils in school	103 pupils
Proportion (%) of pupil premium eligible pupils	5.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2024
Date this statement was published	October 2022
Date on which it will be reviewed	Summer Term 2023
Statement authorised by	Head teacher
Pupil premium lead	Head teacher
Governor / Trustee lead	Anne Ugur

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8,310
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ /
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 10,310

## Part A: Pupil premium strategy plan

### Statement of intent

At Barton, it is our intent to enable all children to flourish through all the opportunities we provide them with, including the enriched learning opportunities within our curriculum. Our main objective for all children accessing Pupil Premium funding is that they will make good or better progress across all subjects. This strategy plan sets out how we will achieve this goal.

- 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.
- We appreciate that in making provision for socially disadvantaged pupils, we recognise also that not all pupils who receive free school meals will be socially disadvantaged.
- We also appreciate that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school identifies as being socially disadvantaged.
- Integral to wider school plans for education recovery we will ensure support for PP pupils who are under achieving via Recovery and Tutoring Support.
- Monitor attendance and late arrivals, noting the vulnerability of individual pupils and any barriers their home settings may present, reaching out to parents where appropriate
- We will seek to ensure continued focus on learning behaviours through our 'Barton Bs,' our values and learning attitudes.
- Following staff training we will seek to address concerns linked to support pupils Social Emotional and Mental Health and Wellbeing.
- All teachers to be accountable for the education and progress of all pupils in their classes.

Support referenced:

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

### Challenges

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

Challenge number	Detail of challenge
1	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.
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	Disadvantaged pupils with SEND needs make even less progress than non-disadvantaged pupils with SEND.
4	Ensuring level of challenge for all pupils, developing resilience and motivation, encouraging positive learning behaviours and high expectations for all.
5	Inclusion through QFT and CPD for staff (teachers and TAs) – accessing appropriate training for inexperienced teachers.
6	Ensuring subject knowledge and progression of learning across all subjects – reference Curriculum Statements for Teaching and Learning and Progression Documents across all subjects.
7	Additional costs limits access to extra-curricular opportunities e.g clubs, music tuition, residential trips.

## Activity this academic year 2022 2023

### Intended outcomes

This explains the outcomes we are aiming for this year, 2022-2023 and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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.	<ul style="list-style-type: none"> <li>- Vulnerable children across the school are identified at the earliest opportunity. Support is sought to help address their needs – social, emotional and mental health</li> <li>- Pastoral Support / Mental Health Lead, (SLT) Family Worker, Play Therapy, PSHE Curriculum, RSE Curriculum, De-escalation before Intervention, STEPS Training</li> <li>- DSLs to monitor reports of Logs of Concern / Safeguarding issues/ Behaviour Issues</li> <li>- Qualitative Data- School Council, Pupil Voice, Questionnaires, Safeguarding Audit, Health and Safety Audit</li> <li>- Increased participation in enrichment activities, particularly amongst the disadvantaged – choir, music, festivals and competitions</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>
Pupils accessing PPG to bridge gaps in their learning, making at least good if not better progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	<ul style="list-style-type: none"> <li>- PP Pupils to make progress in line with non PP pupils, evidencing Age Related Expectations or above.</li> <li>- Monitor attendance</li> <li>- Supported intervention, including Early Years Intervention and focused provision where necessary</li> <li>- Ensuring appropriate information is available to parents on the school website (Curriculum Statements and Progression Documents)</li> <li>- Target Tracker data, discussions at Pupil Progress Meetings to ensure pupils are on track to achieve / exceed targets</li> <li>- As a result of appropriate feedback pupils have a good understanding of their own learning and how to progress</li> </ul>

<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<ul style="list-style-type: none"> <li>- PP Pupils to make progress in line with non PP pupils, evidencing ARE or above</li> <li>- Staff to have a focus on Progression documents across English</li> <li>- Staff working across both KS1 classes to moderate work with KS1 lead to support in planning and observations</li> <li>- Agreed purchase and use of a phonic programme</li> <li>- Supported intervention and focused provision where necessary (HLTA support across both classes)</li> <li>- Greater awareness for parents of ARE (Website – phonic support)</li> </ul>
<p>Increased numbers of pupils are making ARE in Reading – focus on selection of reading material (ARE in single subject and combined)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- PP Pupils to make progress in line with non PP pupils, evidencing ARE or above</li> <li>- Staff to have a focus on Progression document relating to progress in reading</li> <li>- Greater awareness for parents of ARE in reading and comprehension (Website – age appropriate reading suggestions and understanding of A Year. . . Reader . . . )</li> <li>- Replenish particular reading levels</li> <li>- Staff training in Benchmarking, YARC and other assessment materials</li> </ul>
<p>Increased numbers of pupils are making ARE in Writing – focus on oracy and vocabulary (ARE in single subject and combined)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<ul style="list-style-type: none"> <li>- PP Pupils to make progress in line with non PP pupils, evidencing ARE or above</li> <li>- Staff to have a focus on Progression document relating to progress in writing</li> <li>- Greater awareness for parents of ARE in Writing (Website – A Year . . . Writer . . . )</li> <li>- Replenish dated and old library books</li> <li>- Use of digital technology to aid writing</li> <li>- Staff training in planning and support in moderation of written work</li> <li>- Support from English Advisor (new staff in EYFS, KS1 &amp; KS2)</li> </ul>
<p>Across EYFS, KS1 and KS2 PP pupils will achieve at least ARE in Maths (ARE in single subject and combined with R,W)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&amp;utm_medium=search">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&amp;utm_medium=search</a></p>	<ul style="list-style-type: none"> <li>- PP Pupils to make progress in line with non PP pupils, evidencing ARE or above</li> <li>- Greater awareness for parents of ARE in Maths (Website – A Year . . . Mathematician . . . )</li> <li>- Encourage collaborative learning, peer tutoring</li> <li>- Focused feedback from staff, explicit clear feedback on how to progress and move on (in class – responsive teaching )</li> <li>- Use of digital technology in progressing speed and pace in calculations – Times Tables (loan of equipment as necessary)</li> </ul>

<a href="#">&amp;utm_campaign=site_search&amp;search_term=Maths</a>	
Pupils are challenged to Greater Depth Standard where appropriate – developing a thirst for learning (resilience and challenge)	<ul style="list-style-type: none"> <li>- PP Pupils to make progress in line with non PP pupils, evidencing Greater Depth Standard where possible</li> <li>- Encourage metacognition and self-regulation approaches, focusing pupils to think about their own learning more explicitly</li> <li>- Reference EEF Guidance Report</li> </ul>
Pupils to gain a better understand of their successes and next steps in achieving their potential and progressing in their learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	<ul style="list-style-type: none"> <li>- Staff to consider Distant marking</li> <li>- TA training in how to support staff in giving feedback to them and to the pupils</li> <li>- TAs to facilitate Pre teach and follow up</li> <li>- Recovery Support to help plug the gaps in understanding misconceptions and next steps</li> </ul>
To achieve and sustain high levels of attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Sustained high level of attendance</li> <li>- Overall attendance rate for all pupils at least 98%. With a negligible gap between disadvantaged and non-disadvantaged</li> <li>- No persistent absence over the past two years</li> </ul>

## 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: £ 4,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Whole school training on STEPS therapeutic approach to Relationship and Behaviour Management -PSHE Lead / selected TA staff to attend relevant training around SEMH / Well-being and Emotional Literacy Support	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.  Every pupil should have a supportive relationship with a member of our school staff. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1666901558">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1666901558</a>	

<p>Staff training and implementation of assessment materials – New CTs and TAs</p>	<ul style="list-style-type: none"> <li>- Bench mark</li> <li>- Updated version of Sandwell assessment materials</li> <li>- Purchase of PHAB2 (phonic assessment)</li> <li>- Precision Teaching and ERT</li> <li>- AET Training</li> <li>- Sensory Circuit Training</li> </ul>	
<p>TA training to support Phonic confidence in implementing Little Wandle (New CT and TAs)</p>	<ul style="list-style-type: none"> <li>- Teacher support to empower TAs to plug gaps in phonic knowledge</li> <li>- Impact of phonic knowledge on reading and writing</li> <li>- Website to support parental knowledge</li> </ul>	
<p>-QFT throughout our school -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>	<ul style="list-style-type: none"> <li>- Staff to review Curriculum Statements for all areas of subject leadership</li> <li>- Staff to review Progression Documents for all subjects under their leadership</li> <li>- Staff to attend CPD (LA and CB23) time to disseminate best practise to the staff team</li> <li>- Staff review of 2 year Curriculum Plan (including enrichment opportunities, music tuition, trips)</li> <li>- Staff to review School Action Plans and meet with Subject link Governors (establish relationships)</li> </ul> <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>Timetabled release of staff including Senior Teacher (2 day role) to monitor subject provision and to implement support where necessary (ECT, RQT) Increased HLTA support to cover staff monitoring</p>	<ul style="list-style-type: none"> <li>- Planning Support / Scrutiny – ECT Mentor, RQT support (release time)</li> <li>- Book looks</li> <li>- Pupil voice</li> <li>- School Council</li> <li>- Cost release time (HLTA staff)</li> </ul>	
<p>Reorganisation of subject resources and inventory of equipment Resources purchased to raise profile of subjects</p>	<ul style="list-style-type: none"> <li>- Organisation of equipment and replenishment of new resources</li> <li>- Reorganisation of space/ small classroom to accommodate focused group support (PP pupils and others)</li> </ul>	
<p>Purchase of additional reading books / consider development of a library with access to enjoy books</p>	<ul style="list-style-type: none"> <li>- 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)</li> <li>- Pupils to develop a joy and pleasure for reading</li> </ul>	

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

Budgeted cost: £ 4,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in all classes – linked to EHCPs and EYFS pupils and specific PP support across KS1 and KS2 (currently no PP in FS)</p>	<p>Small group support / 1-1 support Interventions linked to specific areas of Cognition and Learning Pastoral support / Emotional Wellbeing Enrichment activities</p>	
<p>Teacher – 1 day weekly Tutoring and Recovery support across EYFS, KS1 and KS2</p>	<p>Tuition is targeted at specific needs and knowledge gaps – focus on Writing &amp; Maths EYFS – Recovery Support (Focus on Social Skills, Speaking and Listening, Reading and Writing – application of phonic knowledge, handwriting, sentence structure) KS1 – Recovery Support (Focus on application of phonic knowledge in Reading and Writing, handwriting and sentence structure) KS2 – addressing gaps identified in gap analysis and ongoing issues linked to class based learning K2 Maths - Place value, Multiplication, Pre teach , consolidation of work addressed in class 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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> and in small groups: <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>Support for parents from referral to Family Worker  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>	

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/Improving_school_attendance_support_for_schools_and_local_authorities_-_GOV.UK.pdf">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
TA led Social Skills Groups – Physical Activity and Craft Group	Focus on self-efficacy, emotional literacy and behavioural regulation, Barton Bs	
Cultural enrichment – accessible as part of the curriculum for all pupils (free / subsidised places) – day trips, residential trips, clubs, uniforms, wind band tuition	ARTS participation for core academic attainment in English, Maths, Science, RE – all feeding into Reading and Writing	
Ensure pupils have access to school uniform – supporting positive self- esteem. 2 <sup>nd</sup> hand clothing / free items of uniform available from the office	Uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also think uniform promotes social equity.	

**Total budgeted cost: £ 10,310**

## Part B: 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 2021 to 2022 academic year.

Summary Information – July 2022					
<b>PROGRESS REPORT</b> – Pupil Premium (6 pupils)					
	<b>Well Below</b>	<b>Below</b>	<b>Expected</b>	<b>Above</b>	<b>Well Above</b>
<b>Reading</b>	1 (16.7%)				5 (83.3%)
<b>Writing</b>	1 (16.7%)				5 (83.3%)
<b>Maths</b>	1 (16.7%)				5 (83.3%)
<b>ATTAINMENT SUMMARY</b> – PUPIL PREMIUM (6 pupils)					
	<b>Below</b>	<b>Expected</b>	<b>Above</b>		
<b>Reading</b>	50%	50%			
<b>Writing</b>	80%	20%			
<b>Maths</b>	60%	40%			

### 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

### Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	/
What was the impact of that spending on service pupil premium eligible pupils?	/



# Further information (optional)

.