

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	Barton CofE (VA) Primary School
Number of pupils in school	111 pupils
Proportion (%) of pupil premium eligible pupils	5.40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	October 2021
Date on which it will be reviewed	Summer Term 2022
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	£ 9639.17
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 11,639.17

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
- 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
- Continued focus on learning behaviours through our ‘Barton Bs,’ our values and attitudes.
- Staff training in ‘STEPS’ and ‘De-escalation before Intervention’ to support pupils SEMH and Wellbeing
- All teachers to be accountable for the education and progress of all pupils in their classes

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 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	Ensuring level of challenge for all pupils, developing resilience and motivation, encouraging positive learning behaviours and high expectations for all

4	Inclusion through QFT and CPD for staff (teachers and TAs) – accessing appropriate training for inexperienced teachers
5	Ensuring subject knowledge and progression of learning across all subjects – writing of Curriculum Statements for Teaching and Learning and Progression Documents across all subjects

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
Pupils accessing PP grant to bridge gaps in their learning, making at least good if not better progress	<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
KS1 pupils to bridge the gap in their phonic knowledge and to be able to apply this knowledge to their independent reading and writing	<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 - Staff working across both KS1 classes to moderate work with KS1 lead to support in planning and observations - Agreed purchase and use of a phonic programme - Supported intervention and focused provision where necessary (HLTA support across both classes) - Greater awareness for parents of ARE (Website – phonic support)
Increased numbers of pupils are making ARE in Reading – focus on selection of reading material (ARE in single subject and combined)	<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 reading - 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 - Staff training in Benchmarking, YARC and other assessment materials
Increased numbers of pupils are making ARE in Writing – focus on	<ul style="list-style-type: none"> - PP Pupils to make progress in line with non PP pupils, evidencing ARE or above

<p>oracy and vocabulary (ARE in single subject and combined)</p>	<ul style="list-style-type: none"> - 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 books - Use of digital technology to aid writing - Staff training in planning and support in moderation of written work
<p>Across KS1 and KS2 PP pupils will achieve at least ARE in Maths (ARE in single subject and combined with R,W)</p>	<ul style="list-style-type: none"> - PP Pupils to make progress in line with non PP pupils, evidencing ARE or above - 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)
<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
<p>To address and support social, emotional and attachment issues for pupils eligible for PP funding.</p>	<ul style="list-style-type: none"> - To support SEL needs of PP Pupils and so enable them to make progress in line with non PP pupils - To support emotional regulation and develop coping strategies when dealing with transition

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: £ 6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	<ul style="list-style-type: none"> - Staff to write Curriculum Statements for all areas of subject leadership - Staff to write Progression Documents for all subjects under their leadership - Staff to attend CPD time to disseminate best practise to the staff team - Staff review of 2 year Curriculum Plan (including enrichment opportunities, music tuition, trips) 	1, 4, 5
Timetabled release of staff to monitor subject provision and to implement support where necessary Increased HLTA support to cover staff monitoring	<ul style="list-style-type: none"> - Book looks - Pupil voice - Planning scrutiny - Cost release time (HLTA staff) 	1, 3, 4, 5
Staff training in use of assessment materials Staff training in STEPS and De-escalation strategies	<ul style="list-style-type: none"> - Updated version of Sandwell assessment materials - Purchase of PHAB2 (phonic assessment) - Precision Teaching and ERT 	2, 3, 4
TA training to support Phonic confidence in implementing new Phonic Programme	<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 	1, 2, 3
Reorganisation of subject resources and inventory of equipment Resources purchased to raise profile of subjects	<ul style="list-style-type: none"> - Organisation of equipment and replenishment of new resources - Reorganisation of space/ small classroom to accommodate focused group support (PP pupils and others) 	3, 4, 5

Purchase of additional reading books / library books	- 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)	1, 3, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher – 1 day weekly Tutoring and Recovery support across UKS2, KS1 and EYFS	Tuition is targeted at specific needs and knowledge gaps – focus on Writing Focus for UKS2 – addressing gaps identified in gap analysis and ongoing issues linked to class based learning KS1 – Recovery Support (Focus on Reading and Writing, handwriting, application of phonic knowledge, sentence structure) EYFS – Recovery Support (Focus on Reading and Writing – application of phonic knowledge, handwriting, sentence structure)	1, 2, 3, 4
Teacher – ½ day weekly Recovery support in LKS2	LKS2 – Tutoring Support Focus for LSK2 Maths -Place value, Multiplication, Pre teach , consolidation of work addressed in class	1, 2, 3, 4

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

Budgeted cost: £ 2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group Emotional & Mental Health support	Delivered by in-school Mental Health First Aiders	2, 3
TA led Social Skills Group – emotional regulation	Focus on self-efficacy, emotional literacy, Barton Bs	2, 3

Cultural enrichment – accessible as part of the curriculum for all pupils – 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	1, 2, 3
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Total budgeted cost: £ 11,600

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 2020 to 2021 academic year.

Due to Covid-19, the Government have not published performance measures for 2020-2021.

Covid and lockdown have impacted our results. Initial outcomes indicate that not all of our pupils entitled to Pupil Premium support are in line with their peers and this will be a focus for our targeted intervention this year 2021 -2022.

During the time of lockdown some of our PP pupils attended school on a part time basis. Behaviour for our PP pupils is generally good but assessments showed that their attitude to learning and their resilience to learning was sometimes weak.

Our Remote Learning Provision was very successful and families engaged positively with all remote learning offered. We offered school laptops and ipads to families to enable multiple users to access lessons during the school day. All Chromebooks were kept in school for use by those pupils whose parents were key workers or for those vulnerable pupils were in school. During lockdown some families struggled with internet connection and therefore requested workbooks, we facilitated CGP workbooks.

Following an analysis of internal data on Target Tracker, it is clear that there is a need for increased focus on reading, particularly for comprehension and for writing in school. With this in mind staff are accessing necessary training for planning writing across the 3 phases and looking to progress purposeful writing across the wider curriculum. We are looking again to refresh and replenish our reading / library books. We continue to review our 2 Year Curriculum Plan, adding enrichment opportunities where relevant.

Staff have also accessed training to support focused learning behaviours and to support emotional regulation and handling of difficult situations.

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)

A three year Strategy Plan has been formulated for each Pupil Premium child, which will be regularly reviewed and amended according to each individual's needs, whether in light of their progress, attainment, well-being, or other requirements that can be addressed by the school.