



**Barnfields Primary School
Pupil Premium Strategy Plan**

The Pupil Premium funding from the Department of Education is given to schools to support pupils who qualify for the funding, such as children who are looked after or are entitled to free school meals (not to be confused with Universal Free School Meals, which are currently available to all children in Reception to Year Two).

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	Barnfields Primary School
Number of Pupils in School	410
Proportion (%) of Pupil Premium Eligible Pupils	5.1%
Academic years that our current pupil premium strategy plan covers	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement Authorised by	Mr G Ball
Pupil Premium Lead	Mrs G Darlington
Governor / Trustee lead	Mr M Ball

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£37, 660
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40, 560



Part A: Pupil Premium Strategy Plan

Statement of Intent

At Barnfields Primary School, it is our belief that all pupils, irrespective of their background or challenges that they face, should achieve as well as they possibly can in order to go on and meet their ambitions, whatever those may be. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including enabling opportunity to stretch and challenge those who are already high attainers

Therefore, at our school, we use the funding to support and challenge the learning of these pupils so that they make at least good progress and achieve high attainment across all subject areas. We also use the funding to support the well-being of our disadvantaged pupils who need that support and use the funding to cover the cost of additional curriculum opportunities, such as clubs or trips, and the combination of these elements ensure our disadvantaged pupils have the cultural capital they require for the next stage of their life.

We also consider the challenges faced by other funded pupils, including those who have a social worker, are looked after or have been previously looked after. This statement is also intended to support their needs.

Our curriculum is designed to be inclusive. Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively. High-quality teaching, using timely assessment is at the heart of our approach, with a specific focus on areas in which individual disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.

Challenges

Detail of Challenge	
1.	The education and social understanding of some of our entitled children who have been impacted by COVID disruption.
2.	On re-entry to school, assessments have demonstrated that the partial school closures have impacted most significantly on writing outcomes to a greater extent than other subjects.
3.	Disadvantaged pupils who have Individual Education Plans due to Special Education Needs require focused, individual targets and additional professional support to be able to make good progress.
4.	Access to support that will enable identified children to positively improve their mental health, social skills and general wellbeing.



5. Financial disadvantages for our families can impact on enrichment opportunities for the pupils (residential, school visits, clubs etc.)

Intended Outcomes

Intended Outcome	Success Criteria
Disadvantaged pupils continue to achieve across the curriculum, ensuring that they are ready and prepared for their next stage of education.	<ul style="list-style-type: none"> Internal data and lesson/book monitoring evidence that disadvantaged pupils are making at least expected progress. Identified children will receive targeted support/class intervention and/or tuition to support their progress to target gaps in their learning.
Writing attainment improves amongst disadvantaged pupils, enabling them to access learning across many other subject areas.	<ul style="list-style-type: none"> 100% of disadvantaged pupils pass the Yr1 phonics screening assessment (including the Yr2 children – Autumn Term 2021 phonic screening) Yr2 disadvantaged pupils achieve at least age-related expectation in Reading and Writing. In Yr6, disadvantaged pupils achieve in line with non-disadvantaged pupils nationally and in school.
Support and advice from the SENCO and external professionals enable teachers to provide appropriate work and targets, enabling disadvantaged pupils with additional special needs to make good progress against their individual IEP.	<ul style="list-style-type: none"> Where an additional need is in place that limits the child’s ability to achieve age-related expectation, additional support enables them to achieve their targeted progress steps, accounting to their IEP.
Pupils identified with mental health/wellbeing concerns are identified and receive access to appropriate support services.	<ul style="list-style-type: none"> Identified children are supported with developing strategies to promote positive wellbeing and mental health. The curriculum offer incorporates the teaching of certain characteristics of good physical health and mental wellbeing.
All disadvantaged pupils are enabled to take part in wider school and extra-curricular offers that could otherwise be impacted by the financial situation of the family.	<ul style="list-style-type: none"> 100% of the disadvantaged pupils have attended (as desired) year group trips and/or additional clubs at no family cost.



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

Budgeted cost: £ 25, 075

Activity	Evidence that supports this approach	Challenge No. addressed
<p>Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches aim to quickly develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (written letters or combinations of letters) that represent them. Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence is critical to this success.</p> <p>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.</p> <p>EEF. Teaching and Learning Toolkit: Phonics</p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p>	<p>1, 2</p>
<p>Staff receive the training and support to identify, intervene, and accelerate pupils in receipt of funding continue to achieve well, with particular emphasis on early reading, writing and phonics.</p>	<p>EEF. Teaching and Learning Toolkit: Reading Comprehension Strategies</p> <p><i>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own</i></p>	<p>1, 2</p>



	<i>and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts</i>	
Phonics training delivered to all staff.	EEF. Teaching and Learning Toolkit: Phonics <i>The successful implementation of phonics teaching is ensuring that all staff have the necessary linguistic knowledge and understanding.</i>	1, 2
English subject leader to receive support from external consultant.	EEF. Guide to Pupil Premium - Autumn 2021 <i>It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.</i>	2
CPD provided by SENCO and external specialist to support	EEF. Guide to Pupil Premium - Autumn 2021 <i>School leaders must utilise a broad array of external evidence to inform their decision making, alongside the expert knowledge they have of the pupils in their care.</i>	3
Ongoing training for all teachers on delivering high quality teaching across all subject areas.	EEF. Guide to Pupil Premium - Autumn 2021 <i>It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.</i>	1, 2, 3

Targeted academic support

Budgeted cost: £ 12,785

Activity	Evidence that supports this approach	Challenge No. addressed
Continue to deliver the intervention morning club to provide additional support to identified children.	With identified children attending morning club, this will ensure that, through pre-teaching and the use of rich retrieval strategies, they are able to access the same work as their peers. EEF. Teaching and Learning Toolkit: Teaching Assistant Interventions <i>Evidence indicates that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</i>	1, 3
The emotional wellbeing of targeted	Children who are able to access pastoral support regarding their emotional health and wellbeing, will	4



<p>PPG pupils will be addressed through the use of Helping Our Pupils Emotions (HOPE).</p>	<p>be happier in themselves and therefore happier in their learning.</p> <p><u>EEF. Teaching and Learning Toolkit: Social and Emotional Learning - SEL</u></p> <p><i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff</i></p>	
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Wider Strategies

Budgeted cost: £ 2700

Activity	Evidence that supports this approach	Challenge No. addressed
<p>Pupils in receipt of pupil premium funding are funded to take part in sports, music, language, clubs and other enrichment opportunities.</p>	<p>Children who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Additionally, rich cultural capital will enable children to grow in confidence.</p> <p>The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and experiences.</p> <p><u>EEF. Teaching and Learning Toolkit: Outdoor Adventure Learning</u></p> <p><i>There is some evidence to suggest that outdoor learning increases pupils' self-confidence and resilience. Studies of adventure learning interventions consistently show positive benefits on academic learning and the impact on cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</i></p> <p>In addition, the <u>Forestry Commission</u> have put together a report highlighting the importance of outdoor learning opportunities for pupil's health and wellbeing.</p>	<p>5</p>



Total budgeted cost: £40, 560

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.

Evaluation of Pupil Premium Performance

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Outlined below is our internal assessment during 2020-2021 for Pupil Premium children. During this academic year, there was a school closure in the Spring Term as a result of national restrictions. Some children were unable to benefit from our planned interventions/support that required them to be delivered within school. This was partly mitigated by our strong commitment to maintain a high-quality, remote curriculum offer through the use of daily teaching videos, along with a daily live registration feedback session.

For all children who did not make expected progress last academic year, transition meetings took place between class teachers to ensure information was shared and that rigorous interventions were in place to address this from September 2021. Part of the reason for these outcomes points directly to the impact of Covid-19 on school closures across the country.

During the lockdown period, several families took up the offer of sending their children into school. If needed, pupil premium children were provided with a school laptop to access the remote learning provision. Food vouchers were also offered and provided.

Attainment and Progress

July 2021: Pupil Premium Key Stage One and Key Stage Two								
21 pupils	Attainment					Progress		
	Below	ARE		Above	Sig Above	Below	Expected or above	Better Than Expected
		Just within	Secure ARE					
Reading	19%	9.5%	52.4%	19%	0%	14.3%	85.7%	76.2%
Writing	28.6%	19%	47.6%	4.8%	0%	19.1%	80.9%	71.4%
Maths	23.8%	23.8%	58.6%	23.8%	0%	9.6%	90.4%	71.4%

As there is a significant difference in the number of pupils making expected progress or above in Mathematics compared to English (in particular Writing), this has been identified as a key driver for improvement for the next academic year. The English Leader will continue to work alongside Literacy First (educational consultants) to further develop and improve the English curriculum. A phonics leader will also be appointed from September 2021 to lead the strategic direction and implementation of a new systematics, synthetic phonics programme, ensuring the foundations for early reading and writing.



Outcomes of Ended Strategy Plans

Part of the funding was used last year to purchase a rich variety of fictional and non-fictional texts for our school library. Children are now also able to take these books to read for pleasure at home. Additionally, we also purchased a wealth of new texts to further enhance the curriculum offer.

Due to the impact of Covid-19 on school closures, it was clear that some children would be worried, anxious and nervous about the return to school, so a coordinated approach was taken to facilitate and deliver high-quality PSHE lessons that would support children with their mental health and wellbeing.

Last academic year (2020-2021) attendance data shows that attendance for disadvantaged pupils (98%) was slightly higher than the whole school average (96.6%). However, this does not include those sessions that we lost due to schools' partial closure as a result of Covid-19.

Ongoing Strategies

Funding has also been used to provide a pre-teaching morning club, which has enabled us to teach fundamental concepts within core subjects, ensuring that the children can access the learning content for that week. Additionally, funding was used to deliver a programme called 'Helping Our Pupils Emotionally (HOPE)'. This has been vital in supporting children with their emotional health and wellbeing. These areas will continue to be funded this year.

Externally provided programmes

Programme	Provider
Big Cat Reading	Collins
Little Wandle: Letters and Sounds Revised	Collins
White Rose Maths	Trinity MAT