



**Barnfields Primary School
Pupil Premium Strategy Plan
2022 - 2023**

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 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	399
Proportion (%) of Pupil Premium Eligible Pupils	5.5%
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement Authorised by	Mr G Ball, Headteacher
Pupil Premium Lead	Mrs G Darlington, Deputy Headteacher
Governor / Trustee lead	Mrs S Francis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,407
Recovery premium funding allocation this academic year	£2900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,307



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. We are committed to ensuring that our provision secures teaching and learning opportunities to meet the needs of all pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for 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.	40% of pupil premium pupils are working below age-related expectation in writing; 40% did not make expected progress in the subject over the last academic year (2021-2022).
2.	Despite 25% of pupil premium pupils making better than expected progress in mathematics, half of the group (50%) are working below age-related expectation in the subject.
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.



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| 5. Financial disadvantages for our families can impact on enrichment opportunities for the pupils (residential, school visits, clubs etc.) |
| 6. The attendance target set by SESAT is 96%. During the Autumn Term 2022, attendance of pupil premium children was an average of 95%. 29% of this group are below 96%. |

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.	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 and progress improves amongst disadvantaged pupils, enabling them to access learning across many other subject areas.	100% of disadvantaged pupils pass the Yr1 phonics screening assessment. 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.
Mathematics attainment improves amongst disadvantaged pupils.	Assessment shows that pupils are proficient in fluency and are able to apply this to reasoning and problem solving taking, securing access to age-appropriate learning.
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.	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.	Pupil feel confident about coming to school and are able to access learning. The curriculum offer incorporates the teaching of certain characteristics of good physical health and mental wellbeing. Nurture intervention is used to further support pupils' additional needs. Identified children are supported with developing strategies to promote positive wellbeing and mental health.
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.	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: **£ 20,100**

Activity	Evidence that supports this approach	Challenge No. addressed
<p>Further investment the phonics and reading curriculum (CPD, purchasing resources).</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>EEF. Teaching and Learning Toolkit: Phonics</p> <p>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.</p>	<p>1, 2</p>
<p>Continued phonics training delivered to all staff (particularly those in KS2).</p>	<p>EEF. Teaching and Learning Toolkit: Phonics</p> <p>The successful implementation of phonics teaching is ensuring that all staff have the necessary linguistic knowledge and understanding.</p>	<p>1</p>
<p>Invest in planning and resource materials to support the delivery of spelling.</p>	<p>EEF. Teaching and Learning Toolkit: Improving Literacy in Key Stage 2</p> <p>It is important to ensure pupils have received high quality instruction on spelling. Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency.</p>	<p>1</p>
<p>English subject leader to receive support from external consultant.</p>	<p>EEF. Guide to Pupil Premium</p> <p>It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.</p>	<p>1</p>



<p>Investment in continued professional development, planning and resources to further improve the Mastery Mathematics curriculum.</p>	<p>EEF. Mastery Learning</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Improving Mathematics in Key Stage 2</p> <p>The EEF report on Mathematics in KS2 supports that teaching for mastery has been key to success in improving standards.</p>	<p>2</p>
<p>CPD provided by SENCO and external specialist to support identified pupils.</p>	<p>EEF. Guide to Pupil Premium</p> <p>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.</p>	<p>3</p>
<p>Ongoing training for all teachers on delivering high quality teaching across all subject areas.</p>	<p>EEF. Guide to Pupil Premium</p> <p>It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully.</p>	<p>1, 2, 3</p>
<p>Professional development for teaching assistants, leading to greater impact on pupil outcomes.</p>	<p>EEF. Making Best Use of Teaching Assistants</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p>	<p>1, 2</p>

Targeted academic support

Budgeted cost: £ 11,935

Activity	Evidence that supports this approach	Challenge No. addressed
<p>Continue to deliver the intervention morning club to provide additional support to identified children.</p>	<p>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.</p> <p>EEF. Teaching and Learning Toolkit: Teaching Assistant Interventions</p> <p>Evidence indicates that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low</p>	<p>1, 3</p>



	attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	
The emotional wellbeing of targeted PPG pupils will be addressed through the use of Helping Our Pupils Emotions (HOPE).	<p>Children who are able to access pastoral support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning.</p> <p>EEF. Teaching and Learning Toolkit: Social and Emotional Learning - SEL</p> <p>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</p>	4

Wider Strategies

Budgeted cost: £ 2,200

Activity	Evidence that supports this approach	Challenge No. addressed
Pupils in receipt of pupil premium funding are funded to take part in sports, music, language, clubs and other enrichment opportunities.	<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>EEF. Teaching and Learning Toolkit: Outdoor Adventure Learning</p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non4 8 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</p>	5
Incentives and support to increase attendance	<p>Agreed whole school approach to the management of attendance including incentives, strict protocols, recording actions from monitoring and accessing wider support. EWO visits and support for specified pupils.</p> <p>DfE: Working Together to Improve School Attendance</p> <p>Pupils cannot achieve their full potential if they do not regularly attend school. Statistics show that there is a direct correlation between high</p>	6



	attendance and high attainment. Children make better all-round progress, settle into school routines and build better friendships groups when they attend school.	
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Total budgeted cost: £34,235

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 2021-2022 academic year.

Evaluation of Pupil Premium Performance

Following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22.

Pupils included in the 2021/22 KS2 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic. The DfE has recommended that schools do not make direct comparisons with data from previous years or between schools.

Outlined below is our internal assessment during 2021/2022 for Pupil Premium children. During this academic year (particularly during the Autumn Term), some children experienced periods of absence due to contracting Covid-19. Some children were unable to benefit from our planned interventions/support for a short period of time that required them to be delivered within school.

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 2022. These are being closely tracked by SLT.

Attainment and Progress

July 2022: Pupil Premium Key Stage One and Key Stage Two								
20 pupils	Attainment					Progress		
	Below	ARE		Above	Sig Above	Below	Expected or above	Better Than Expected
		Just within	Secure ARE					
Reading	30%	5%	50%	15%	0%	20%	80%	20%
Writing	30%	10%	50%	10%	0%	40%	60%	5%
Maths	25%	25%	40%	10%	0%	30%	70%	25%

As there is a notable difference in the number of pupils making expected progress or above in Reading when compared to 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. The DHT has also been strategically leading on the implementation of a new systematic, synthetic phonics programme, ensuring the foundations for early reading and writing. This will continue as a focus in the 2022/2023 academic year.



In mathematics, 60% of pupil premium pupils achieved age-related expectation at the end of the academic year. Part of the strategy will also encompass raising standards in this subject, with a focus on securing number, place value and calculation.

Outcomes of Ended Strategy Plans

Part of the funding was used to purchase a new, validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics teaching is progressive in delivery enabling learners to develop and secure early reading and the skills to communicate. The curriculum is ambitious as learners are exposed to words of increasing difficulty, constantly building their vocabulary store. Consistent, high-quality resources (e.g. flashcards, phonics posters) provide children with opportunities to secure knowledge of each new grapheme (including the corresponding mnemonic), along with the sound family and accurate letter formation. Learners are exposed daily to tricky words: staff identify the 'tricky part' with the children before reading and explaining the meaning of each word. To support the implementation of the programme, staff (teachers and teaching assistants) have received continual training throughout the academic year. Half-termly assessments are also used to inform practice (e.g. reading groups, planning, support for pupil premium etc). The data generated from these is closely monitored by the DHT and cascaded to the relevant staff, ensuring that any required actions are swiftly put into place.

Through the pupil premium grant, the school made a substantial investment in Big Cat Collins Little Wandle Reading books – these texts are cumulatively structured and matched directly to the phonics scheme. After reading practice sessions in school, these books are then sent home for the children to further practice with their parents/carers.

We have a proven record of high-achieving phonic results with 93% passing the screening check in 2022. This is 18% above national average (75%). 100% of Yr1 pupil premium children passed the screening check.

At the end of KS1, 100% of pupil premium pupils met the expected standard in Reading and Mathematics. At the end of KS2, 100% of pupil premium pupils met at least the expected standard in Reading, Writing and Mathematics.

Part of the funding was also used to further enhance and improve the writing curriculum. From September 2022, the texts used across the school were slightly adapted in response to engaging in research-based evidence of best practice. Learners at Barnfields access a range of ambitious texts that exposes them to archaic language, non-linear time sequences, complexity of plot, figurative/symbolic and resistant texts. These are clearly evidenced on the Curriculum Outlines.

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 (e.g. focus on sentence construction and spelling in LKS2), 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, particularly those experiencing home issues or who are LAC/PLAC. 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
Jigsaw PSHE	