

Pupil premium strategy statement



Barrow CEVC
Primary School
Inspire, Create, Discover, Together

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	Barrow CEVC Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	8.5% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	December 2021
Date on which it will be reviewed	March 2021
Statement authorised by	Helen Ashe
Pupil premium lead	Jo Woodland
Governor lead	Annabelle Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,245
Recovery premium funding allocation this academic year	£3,190
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	£32,435

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Statement of Intent: **Fairness First**

Some children face significant barriers to achieving the academic success which they are all entitled to. We believe that *equity* in education is achieved with **fairness**, making sure that personal and social circumstances should not be an obstacle to achieving educational potential and inclusion, ensuring a quality education for all. Equality means ensuring everyone has the same opportunities and receives the same treatment and support, however, equity is about giving people what they need in order to make things fair; simply giving more to those who need it so they can reach their full potential.

The number of pupils who may be facing difficulties, however, is likely to be much broader than those we were able to identify on a list. The financial situation which the Covid-19 crises has created will most certainly have exacerbated the situation and means many others could be facing serious disadvantage for the first time. It is often the case though that the things which have proven successful for our most disadvantaged pupils can have a positive impact for all of our children.

At Barrow Primary School we believe that schools can make a difference in closing gaps in attainment and life chances and we use the work of the Education Endowment Foundation and Sutton Trust to inform our approaches. We offer a tiered approach to this challenge. Our resources are primarily utilised to provide a high quality curriculum and teaching for all children. The EEF says, '*Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils*'. We provide quality teaching for all and our strategy supports this. A strong emphasis is placed on supporting good outcomes in reading, writing and Maths.

At the heart of our strategy, we have a curriculum which has the highest aspirations for all. We aim to ensure that all of our students will have access to the knowledge and processes which can equip them for the next phases of their learning, and for life. Our curriculum has been well-designed and carefully sequenced to ensure that concepts are developed over time and knowledge is woven together into strong and secure schemas which support the development of increasingly complex ideas.

As with our curriculum choices there are many ways we can approach the 'how' of our teaching with the approaches we decide to take. There is significant evidence though to suggest that certain approaches in our classrooms will benefit not only our disadvantaged pupils but all students. So, for example, approaches to instruction with break concepts into small steps and stages, the modelling of processes and the use of retrieval practice as a learning tool, are all approaches which are supported by strong evidence to indicate they lead to good outcomes for pupils.

Our Pastoral Team are also used to support behaviour, engagement and attendance of Pupil Premium children. Through our monitoring, if any pupils require additional, targeted support we will build this in with a tailored program of interventions. We also build in wider strategies to improve success, such as attendance, behaviour and social and emotional support. We also support our families with a robust early help offer.

The key aims of our strategy are:

1. To ensure that every child eligible benefits directly from this additional funding and is in no way disadvantaged when compared with their peers

2. To ensure that eligible pupils make good academic progress and achieve well in comparison to their peers
3. To support the parents and carers of disadvantaged pupils so that they feel they can contribute positively to their child's achievement and the school community
4. To give eligible pupils the skills and knowledge they need to make progress at secondary school when they leave us at the end of Year 6

Challenges

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

Challenge number	Detail of challenge
1	Poor phonic, vocabulary and reading fluency skills
2	Poor writing skills, including basic spelling and grammar
3	Poor basic numeracy skills
4	Attendance rates for some pupils eligible for PP are below those who are not PP, and are below the target for all children of 97%.
5	Individual circumstances affecting progress including SEMH and safeguarding
6	Children lack wider experiences & this restricts their knowledge and understanding of the world

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
To improve the phonics and early reading skills of those eligible for PP in EYFS and Key Stage 1.	Pupils eligible for PP in EYFS and KS1 make accelerated progress in phonics and reading so that by the end of the year the great majority are improving towards or reach age related expectations and beyond.
To improve the phonics and reading skills, including fluency and comprehension, of all those eligible for PP in Key Stage 2.	Pupils eligible for PP in KS2 make accelerated progress in reading so that by the end of the year the great majority are improving towards or reach age related expectations and beyond.
To improve the writing skills of those eligible for PP across the school, with focus on basic grammar, spelling and vocabulary.	Pupils eligible for PP in all year groups make accelerated progress in writing so that by the end of the year the great majority are improving towards or reach age related expectations and beyond.
To improve and develop the maths skills of those eligible for PP across the school, with focus on basic arithmetic and number.	Pupils eligible for PP across the school make accelerated progress in maths so that by the end of the year the great majority are

	improving towards or reach age related expectations and beyond.
Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves in all year groups across the school so it is at least in line with national expectations for all pupils.
To help improve the personal circumstances affecting progress (including safeguarding) by working with parents. To provide financial support so PP children have the same opportunities and access as other children.	Children who experience challenging home lives will be well supported both in and out of school. PP children have the same opportunities as others.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Continued investment in phonics scheme - purchase of additional resources to support phonics and reading teaching across EYFS and KS1. Embedding of CUSP reading curriculum - whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice Year group phonics provision maps in place to evidence and track provision 	<p>Synthetic phonics taught in a systematic approach is a tried and tested model. EEF evidence guidance documents for improving Literacy in EYFS, KS1 and KS1 advocate the implementation of a systematic phonics programme. Very Extensive EEF research shows that there is very extensive evidence as to the impact of this approach on pupil outcomes.</p> <p>Sutton Trust Teaching & Learning Toolkit evidence suggests there is moderate impact on outcomes of teaching phonics based on extensive research.</p>	1,2
<ul style="list-style-type: none"> Embedding of CUSP reading curriculum - whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice Increased frequency of reading teaching with 	<p>EEF research guidance documents for EYFS, KS1 and KS2 advocate a that a balanced approach to developing reading should include both decoding and comprehension skills. EEF have extensive evidence to suggest that reading comprehension can be improved by teaching specific a range of strategies. This is supported by developing a wider understanding of language.</p>	1

<p>daily lessons embedded within timetable.</p> <ul style="list-style-type: none"> • Purchase of high quality texts in all year groups to support reading for pleasure and topic learning – further development of school library provision • Daily timetabled whole class story time to model fluency and prosody 	<p>Sutton Trust Teaching & Learning Toolkit evidence suggests there is moderate impact on outcomes of teaching reading comprehension strategies based on extensive research.</p>	
<ul style="list-style-type: none"> • Implementation of CLUSP writing curriculum across the school incorporating a range of strategies to develop writing skills. • Use of vocabulary teaching resources to explicitly teach and assess children’s vocabulary acquisition. • Embedding of whole class feedback initiative to support progress in writing. • Embedding of regular retrieval practice initiative with focus on SPAG and vocabulary. • A continued focus on developing oral language skills through a wide range of speaking and listening activities throughout the curriculum. 	<p>Extensive research evidence from EEF suggests that a focused approach on developing language skills has a significant impact on outcomes in both reading and writing. EEF research guidance for KS1 and KS1 further advocates teaching a range of strategies to develop writing including pre-writing activities, drafting, revising and editing.</p>	1
<ul style="list-style-type: none"> • Continued development of a maths mastery approach across the school to support quality first teaching through participation in Maths Hub ‘Embedding Mastery’ programme. • Use of range of manipulatives available to support concrete understanding in all year groups. • A specific focus on use of a wide range of visual representations to support developing varied fluency. • Use of NCETM and White Rose resources to support QFT and ensure consistency in approaches. 	<p>EEF evidence guidance documents for improving maths in EYFS, KS1 and KS1 advocate the use of manipulatives and representative to develop understanding.</p> <p>Both EEF & Sutton Trust Teaching & Learning Toolkits evidence suggests a moderate to high impact of adopting a mastery approach based on moderate research.</p>	3

<ul style="list-style-type: none"> • Use of DfE Ready to Progress criteria to support assessment in maths. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Phonics intervention in place across the school based on regular gap analysis • Continued phonics intervention and support for identified children in KS2. • Reading fluency intervention for targeted readers in KS2. • Targeted readers identified and tracked across the school. • Continue with drive for volunteer readers in school to increase number of times pp children are read to each week • Targeted reading and phonics workshops for parents. • additional small group • tuition from qualified teacher for identified children in Years 5 & 6 	<p>The EEF Pupil Premium Guide states that 'evidence consistently shows the positive impact that targeted academic support can have...on those who are not making good progress'.</p> <p>EEF evidence guidance documents for improving Literacy in EYFS, KS1 and KS2 advocate the use of high quality structured intervention to help pupils who are struggling with their literacy. Extensive EEF research shows that there is very extensive evidence as to the impact of this approach on pupil outcomes.</p> <p>Sutton Trust Teaching & Learning Toolkit evidence suggests a moderate impact of adopting a small group tuition approach based on limited research.</p>	<p>1, 2</p> <p>1</p>

<ul style="list-style-type: none"> • Targeted identified intervention programmes to support writing e.g. Write from the Start etc. • additional small group tuition from qualified teacher for identified children in Years 5 &6 	<p>The EEF Pupil Premium Guide states that 'evidence consistently shows the positive impact that targeted academic support can have...on those who are not making good progress'.</p> <p>EEF evidence guidance documents for improving Literacy in EYFS, KS1 and KS2 advocate the use of high quality structured intervention to help pupils who are struggling with their literacy. Extensive EEF research shows that there is very extensive evidence as to the impact of this approach on pupil outcomes.</p> <p>Sutton Trust Teaching & Learning Toolkit evidence suggests a moderate impact of adopting a small group tuition approach based on limited research.</p>	2
<ul style="list-style-type: none"> • additional small group tuition from qualified teacher for identified children in Years 5 &6 • small group intervention teaching for pupils in maths to accelerate progress 	<p>The EEF Pupil Premium Guide states that 'evidence consistently shows the positive impact that targeted academic support can have...on those who are not making good progress'.</p> <p>EEF evidence guidance documents for improving maths in KS1 and K21 advocate the use of structured interventions to provide additional support. Extensive EEF research shows that there is very extensive evidence as to the impact of this approach on pupil outcomes.</p> <p>Sutton Trust Teaching & Learning Toolkit evidence suggests a moderate impact of adopting a small group tuition approach based on limited research.</p>	3

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • Targeted intervention for social skills to improve social skills and class engagement including drawing & talking, circle of friends etc. • Behavioural and therapeutic interventions targeted to high profile pupils to support inclusion and progress. 	<p>The EEF Pupil Premium Guide states that wider strategies to support disadvantaged children 'relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The EEF Teaching & Learning Toolkit evidence suggests a moderate impact of adopting behaviour interventions based on limited research.</p> <p>The Sutton Trust Teaching & Learning Toolkit evidence suggests a moderate impact of adopting behaviour interventions and social and emotional learning as relevant approaches based on extensive research.</p>	5
<ul style="list-style-type: none"> • Early identification by Pastoral Team of vulnerable families to ensure targeted support. • Further development of Pastoral Team including drop in consultations and bespoke packages of support. • A range of events and workshops to inform and engage parents. • PP children to be offered Barrow Extra places on a need basis when appropriate. • Targeted opportunities for before and after school intervention e.g. nurture and phonics booster groups. • New and/or second hand uniform provided on a need basis. 	<p>The EEF Teaching & Learning Toolkit advocates teachers and schools involving parents in supporting their children's academic learning through parental engagement strategies. Research demonstrates moderate impact from extensive evidence.</p> <p>The Sutton Trust Teaching & Learning Toolkit evidence suggests a moderate impact of adopting approaches to support parent involvement based on moderate research.</p>	4,5
<ul style="list-style-type: none"> • Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and educational experiences, including school trips, residential visits, clubs and music provision. • Funded place at Premier Sports after school clubs for 	<p>The EEF Pupil Premium Guide states that wider strategies to support disadvantaged children 'relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'</p> <p>Evidence in the EEF Teaching & Learning Toolkit is primarily focused on academic outcomes.</p>	6

<p>all PP children.</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>The Sutton Trust Teaching & Learning Toolkit evidence suggests a moderate impact of supporting outdoor adventure learning as a relevant approach based on limited research.</p>	
<ul style="list-style-type: none"> • AHT and admin staff to monitor the attendance and punctuality of PP pupils and follow up quickly on issues. • Pastoral Team to work closely with identified families to overcome any barriers. • Early warning on PA through a range of staged letters. • Increased reporting of attendance through weekly parent information bulletins. • Weekly celebration of attendance and rewards in whole school assemblies. 	<p>The EEF Pupil Premium Guide states that wider strategies to support disadvantaged children 'relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.'</p> <p>Government guidance 'Improving School Attendance' July 2021 details principals and actions for school based on case studies and proven successful approaches.</p>	

Total budgeted cost: £32,500

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.

Phonics Outcomes

Synthetic phonics being taught in a systematic approach across EYFS and Key Stage 1 has resulted in the majority of children being on track to achieve the expected standard in the Year 1 phonics check. Regular assessment and tracking has impacted well on gaps analysis and informing next steps for each phonics group.

Reception – phonics

73% of children in Reception were working within Phase 4 at the end of the year.

PP 20% (1 out of 5)

27% of children in Reception were working within Phase 3 at the end of the year.

PP children 80% (4 out of 5 children)

Year 1 - phonics

76% of children in Year 1 met the threshold at the end of the year based on a previous test and threshold score. 67% of PP children met the threshold (4 out of 6).

Year 2 – phonics

88% of children in Year 2 were working on track at the end of Year 2

50% of PP children (1 out of 2) were working on track at the end of Year 2.

Reading – EYFS & KS1

Reading – At Age Expectation	All children	PP Children
EYFS	90	75
Year 1	69	67
Year 2	66	50

Reading Outcomes

Quality First Teaching and additional teacher-led intervention combined showed positive impact in outcomes for all children, along with those in targeted groups:

Reading – At Age Expectation	All children	PP Children
Year 3	72	75
Year 4	63	40
Year 5	67	-

75% of PP children in Year 3 met their end of year progress target for reading

80% of PP children in Year 4 met their end of year progress target for reading

Writing Outcomes

Quality First Teaching and additional teacher-led intervention combined showed positive impact in outcomes for all children, along with those in targeted groups:

Writing – At Age Expectation	All children	PP Children
EYFS	73	75
Year 1	69	50
Year 2	66	50
Year 3	66	75
Year 4	53	40
Year 5	67	-

Writing –achieved their end of year target	PP Children
EYFS	50
Year 1	50
Year 2	100
Year 3	75
Year 4	40
Year 5	n/a

Maths Outcomes

The embedding of a mastery approach across the school has continued to be instrumental in supporting quality first teaching and outcomes for all children in maths. Quality First Teaching and additional teacher-led intervention combined resulted in the following positive outcomes for pupil premium children across the year:

Maths – At Age Expectation	All children	PP Children
EYFS	80	75
Year 1	69	50
Year 2	72	50
Year 3	66	75
Year 4	63	50
Year 5	67	n/a

Maths –achieved their end of year target	PP Children
EYFS	50
Year 1	50
Year 2	100
Year 3	75
Year 4	40

Impact of Wider Strategies

2020/21 saw an increase in the number of families receiving early help or intervention in-house but a decrease in the number of external referrals and intervention taking place as a result of the extensive in-house support available. Tracking of support and early help provided clear evidence of the positive impact of the additional work of the pastoral support team in supporting families in crisis. Of the cases receiving support from within school and/or Social Care, 50% of these cases were disadvantaged families.

Individual consultations on an ad-hoc basis continue to enable the school to further support identified

children at risk of underachievement and enhance our ability to respond quickly to individual circumstances on a needs basis. As a result of workshops and newsletters, parents are given access and signposted to a wide range of professional services.

43% of PP families have regularly engaged with our pastoral support team and early help services throughout the year. Funded places are provided at the school's before and after school club on a 'need' basis to support vulnerable families with providing breakfast or childcare where required.

100% of PP children have received the allocated school trip and enrichment funding provided this year and this has resulted in all disadvantaged children having access to and benefitting from a range of rich curriculum enhancing and wider world experience. These have included a range of sporting, arts and cultural opportunities they may not otherwise have been able to take part in because of cost implications.

Funded after school club and free lunchtime provision has ensured that large numbers of children across the school have had access to additional sustained periods of time to be physically or intellectually challenged that they may not have been able to access without financial support. Monitoring demonstrates, however, that low numbers of PP children are volunteering for clubs or being signed up by parents.

HAF funded holiday sports and arts club provided by the school in partnership with Premier Sport. On average, 15 PP children attended each day across 2 weeks of the Easter holidays and 3 weeks of the summer holidays.

Overall attendance was lower than preceding years at 96.6% against a national average of 94%. Attendance for PP children across the school at the end of the school year was 95.7%.

Revised half termly tracking and monitoring systems for attendance are now embedded and impacting well on early identification and intervention. A staged system of early warning letters is now in place as well as 'well done' letters for those showing improved attendance. Over the year through the rigorous tracking system supported PP children and their families to increase their PA attendance figures through the continued support of the EWO.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.