

# Pupil Premium Strategy Statement – 2022-25

This statement details our school's use of pupil premium 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	212
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Ashe
Pupil premium lead	Jo Woodland
Governor / Trustee lead	John Gadd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,315
Recovery premium funding allocation this academic year	£834
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£41,149

# 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 created by Covid-19 crises and more recently the Fuel Crisis, will most certainly have exacerbated 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	<b>Poor phonic, vocabulary and reading fluency skills.</b> Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps across the school. The acquisition of phonics and early reading skills is also lower in Reception and KS1. This has an impact on the development of early reading proficiency and early writing skills for our disadvantaged pupils.
2	<b>Poor writing skills, including basic spelling and grammar.</b> Assessment data and monitoring has identified that writing across the school is a development priority. There is a need to improve all elements of transcription along with basic VPGS accuracy and sentence construction.
3	<b>Poor basic numeracy skills.</b> Assessment data and monitoring has identified gaps in number manipulation across the school and multiplicative thinking in KS2. There is a need to develop greater fluency and recall to support problem solving activities.
4	<b>Attendance rates for some disadvantaged pupils are below those who are not PP.</b> Our assessments and tracking indicates that absenteeism is negatively affecting the progress of some of our disadvantaged children.
5	<b>Individual circumstances affecting progress including SEMH and safeguarding.</b> Tracking data and observation has identified that a number of our disadvantaged children have ongoing SEMH needs which impairs their ability to cope successfully within the school environment.
6	<b>Some of our disadvantaged children lack wider cultural experiences.</b> Assessments and observation indicated that this restricts their knowledge and understanding of the world, vocabulary development, engagement with learning, confidence and independence.

## 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
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<p>Improved language skills and vocabulary acquisition in EYFS and KS1</p>	<ul style="list-style-type: none"> <li>• Greater understanding and use of vocabulary across the curriculum</li> <li>• Improved use of oral language skills in class discussions and writing</li> </ul>
<p>To improve phonic knowledge and acquisition to support early reading skills through the implementation of the Twinkl phonics scheme.</p>	<ul style="list-style-type: none"> <li>• Assessments show that pupils have improved phonological knowledge</li> <li>• Children are able to blend sounds in words when reading with increased fluency</li> <li>• Pupils are able to segment words when spelling</li> <li>• Pupils achieve at least in line with and above the national average for the Year 1 Phonics Screening Check.</li> </ul>
<p>To improve the phonological awareness and reading skills, including fluency and comprehension, of all those eligible for PP in Key Stage 2.</p>	<ul style="list-style-type: none"> <li>• Reading assessment outcomes in Years 2, 3, 4 and 5 show improved outcomes in fluency and comprehension from individual starting points.</li> <li>• Pupils eligible for PP make accelerated progress in reading so that by the end of KS2 the great majority are improving towards or reach age related expectations and beyond.</li> </ul>
<p>To improve the writing skills of those eligible for PP across the school, with focus on accurate transcription, basic grammar, spelling and sentence construction.</p>	<ul style="list-style-type: none"> <li>• Accurate age appropriate letter formation and orientation, demonstrating progression in joining and pace.</li> <li>• Greater application and awareness of spelling patterns and rules in line with Twinkl spellings programme.</li> <li>• Improved understanding and application of a variety of age appropriate sentence structures</li> <li>• Pupils eligible for PP in all year groups make accelerated progress in writing so that by the end KS2 the great majority are improving towards or reach age related expectations and beyond.</li> </ul>
<p>To improve and develop the maths skills of those eligible for PP across the school, with focus on basic arithmetic and number.</p>	<ul style="list-style-type: none"> <li>• Assessments show the majority of children demonstrate improved fluency with basic number skills</li> <li>• Improved recall of basic number facts</li> <li>• Improved recall of and fluency with multiplication and associated division facts</li> <li>• Multiplication Timestables Check outcomes in year 4 in line with national average</li> <li>• Pupils eligible for PP in all year groups make accelerated progress in writing so that by the end of KS2 the great majority are improving towards or reach age related expectations and beyond.</li> </ul>
<p>Increased attendance rates for pupils eligible for PP.</p>	<ul style="list-style-type: none"> <li>• Overall PP attendance improves in all year groups across the school so it is at least in line with national expectations for all pupils.</li> <li>• Early intervention will continue to support families to ensure that attendance is maximised</li> </ul>

<p>Children will be able to engage fully with school life and benefit from a range of enriching experiences.</p>	<ul style="list-style-type: none"> <li>• Children have the opportunity to engage in a wide range of quality enrichment activities to support their engagement with and enjoyment of school.</li> <li>• Children are able to articulate their emotions and employ a range of strategies to support self-regulation using a Zones of Regulation approach.</li> <li>• Children demonstrate an improved ability to manage their emotions to improve engagement learning.</li> <li>• Parents are supported financially to ensure that children have access to a wide range of opportunities in and out of school</li> <li>• Parents are supported to promote the emotional wellbeing and health of their children</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Continued embedding of Twinkl phonics scheme - purchase of additional resources to support phonics and reading teaching across EYFS and KS1.</li> <li>• Further developing use of CUSP reading curriculum - whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice.</li> <li>• Year group phonics provision maps in place to evidence and track provision.</li> </ul>	<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 &amp; 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"> <li>• Mastering use of CUSP reading curriculum -</li> </ul>	<p>EEF research guidance documents for EYFS, KS1 and KS2 advocate a that a balanced</p>	1

<p>whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice</p> <ul style="list-style-type: none"> <li>• Sustained frequency of reading teaching with daily lessons embedded within timetable.</li> <li>• Purchase of high quality texts in all year groups to support reading for pleasure and topic learning – further development of school library provision</li> <li>• Daily timetabled whole class story time to model fluency and prosody</li> </ul>	<p>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> <p>Sutton Trust Teaching &amp; 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"> <li>• Further development of CUSP writing curriculum across the school incorporating a range of strategies to develop writing skills.</li> <li>• Use of vocabulary teaching resources to explicitly teach and assess children’s vocabulary acquisition.</li> <li>• Further embedding of whole class feedback initiative to support progress in writing.</li> <li>• Development of regular retrieval practice initiative with focus on SPAG and vocabulary.</li> <li>• A continued focus on developing oral language skills through a wide range of speaking and listening activities throughout the curriculum.</li> </ul>	<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"> <li>• Continued development of a maths mastery approach across the school to support quality first teaching through participation in Maths Hub ‘Embedding Mastery’ and ‘Mastering Number’ program for both KS1 and KS2</li> </ul>	<p>EEF evidence guidance documents for improving maths in EYFS, KS1 and KS2 advocate the use of manipulatives and representative to develop understanding.</p> <p>Both EEF &amp; Sutton Trust Teaching &amp; Learning Toolkits evidence suggests a moderate to high impact of adopting a mastery approach based on moderate research.</p>	3



<p>pp children are read to each week</p> <ul style="list-style-type: none"> <li>• Targeted reading and phonics workshops for parents.</li> <li>• Additional small group tuition from qualified teachers for identified children in Years 5 &amp; 6</li> </ul>	<p>adopting a small group tuition approach based on limited research.</p>	
<ul style="list-style-type: none"> <li>• Targeted identified intervention programmes to support writing e.g. Write from the Start etc.</li> <li>• Additional small group reading and writing tuition from qualified teacher for identified children in Years 5 &amp; 6</li> </ul>	<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 &amp; 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"> <li>• Additional small group maths tuition from qualified teacher for identified children in Years 5 &amp; 6</li> <li>• Small group intervention teaching for pupils in maths to accelerate progress</li> </ul>	<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 &amp; 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Targeted intervention to improve social skills and class engagement, including drawing &amp; talking, time to talk and circle of friends etc.</li> <li>• Behavioural and therapeutic interventions targeted to high profile pupils to support inclusion and progress such as Lego Therapy and horse riding sessions with the charity RDA.</li> </ul>	<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 &amp; Learning Toolkit evidence suggests a moderate impact of adopting behaviour interventions based on limited research.</p> <p>The Sutton Trust Teaching &amp; 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"> <li>• Early identification by Pastoral Team of vulnerable families to ensure targeted support.</li> <li>• Further development of Pastoral Team including drop in consultations and bespoke packages of support.</li> <li>• A range of events and workshops to inform and engage parents.</li> <li>• PP children to be offered Barrow Extra places on a need basis when appropriate.</li> <li>• Targeted opportunities for before and after school intervention e.g. nurture and phonics booster groups.</li> </ul>	<p>The EEF Teaching &amp; 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 &amp; 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"> <li>• New and/or second hand uniform provided on a need basis.</li> </ul>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Funded place at Premier Sports after school clubs for all PP children.</li> </ul>	<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 &amp; Learning Toolkit is primarily focused on academic outcomes. 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 &amp; Learning Toolkit evidence suggests a moderate impact of supporting outdoor adventure learning as a relevant approach based on limited research.</p>	6
<ul style="list-style-type: none"> <li>• AHT and admin staff to monitor the attendance and punctuality of PP pupils and follow up quickly on issues.</li> <li>• Pastoral Team to work closely with identified families to overcome any barriers.</li> <li>• Early warning on PA through a range of staged letters.</li> <li>• Increased reporting of attendance through weekly parent information bulletins.</li> <li>• Weekly celebration of attendance and rewards in whole school assemblies.</li> </ul>	<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: £42,000**

## 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 2022 to 2023 academic year.

Intended Outcome	Review 2022/23
Improved language skills and vocabulary acquisition in EYFS and kS1	<p>The use of Wellcomm assessments enabled the SENCo and EYFS team to identify specific areas of need and implement appropriate interventions. This has also supported external referrals where appropriate.</p> <p>SALT interventions have been supported by external specialists and dedicated TA support. Pupils who have received this support have shown good progress in their termly assessments. Improved use of language, articulation of ideas and feelings have been noted within the classroom environment.</p>
To improve phonic knowledge and acquisition to support early reading skills through the implementation of the Twinkl phonics scheme.	<p>Termly phonics assessments and tracking show that pupils have improved phonological knowledge across the year.</p> <p>Synthetic phonics, through the Twinkl Phonics programme, 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.</p> <p><u>Reception - phonics</u></p> <p>93% of children are working at the expected phonics level at the end of Reception. 100% of PP children are working at ARE.</p> <p><u>Year 1 - phonics</u></p> <p>84% of children in Year 1 met the threshold at the end of the year. 50% of PP children (1/2) met the threshold.</p> <p><u>Year 2 - phonics</u></p> <p>100% of children were secure at level 5 at the end of KS1. 100% of PP children were at the age expected standard. 100% of children met the Phonics Check threshold.</p>
To improve the phonological awareness and reading skills, including fluency and comprehension, of all those eligible for PP in Key Stage 2.	<p>Quality whole class teaching through the implementation of the CUSP reading curriculum and additional teacher-led intervention combined showed a strong impact on outcomes for all children, along with those in targeted groups.</p> <p>As a result of intervention throughout the year, there are now no children requiring additional support with phonics across Key Stage 2.</p>

	<p>Assessments, including fluency rubric and reading speed, demonstrate progress in children who have undertaken targeted intervention.</p> <p>The vast majority of PP children are making expected progress from their individual starting points in reading.</p> <p>KS2 Outcomes 2023: 86% of children met the expected standard. 66% of PP children met the expected standard in reading.</p>
<p>To improve the writing skills of those eligible for PP across the school, with focus on accurate transcription, basic grammar, spelling and sentence construction.</p>	<p>Quality First Teaching through the implementation of the CUSP writing curriculum and additional teacher-led intervention combined showed a very positive impact on outcomes for all children, along with those in targeted groups.</p> <p>The vast majority of PP children are making expected progress from their individual starting points in writing.</p> <p>KS2 Outcomes 2023: 64% of children met the expected Standard.</p>
<p>To improve and develop the maths skills of those eligible for PP across the school, with focus on basic arithmetic and number.</p>	<p>The embedding of a mastery approach across the school has been instrumental in supporting quality first teaching and strong outcomes for all children in maths. This has included the introduction of the Mastering Maths Programme for EYFS and KS1.</p> <p>Quality First Teaching and additional teacher-led intervention combined resulted in the positive outcomes for pupil premium children across the year.</p> <p>The vast majority of PP children are making expected progress from their individual starting points in maths.</p> <p>KS2 Outcomes 2023: 82% of children met the expected standard. 66% of PP children met the expected standard in maths.</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Overall attendance rates in school continue to be strong at 97.2%, with our disadvantaged pupils attendance at 95.7%. This represents a significant improvement on last year's attendance for this group and we will continue to intervene and support families where necessary.</p> <p>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.</p> <p>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.</p> <p>We have not had the need to officially engage with the EWO for any of our attendance concerns, these have all been</p>

	<p>responded to positively by parents via our tiered letter system and new late letter system.</p>
<p>Children will be able to engage fully with school life and benefit from a range of enriching experiences.</p>	<p>43% of PP families have regularly engaged with our pastoral support team and early help services throughout the year. This represents a decrease of 14% on the previous year but a rebalance to be in line with the figures of pre pandemic work. 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.</p> <p>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.</p> <p>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.</p> <p>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. Tracking demonstrates, however, that the large majority of PP children access at least one enrichment club during the summer term.</p> <p>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 Christmas and Easter holidays and every half term.</p>