

Pupil premium strategy statement (Barham Primary School)

The Pupil Premium Grant is allocated to schools by the government to provide funding for the the following policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces
- Providing support for those children who have been eligible for FSM (Free School Meals) at any stage in their primary schooling ('Ever 6' means ever eligible over the last 6 years). Including those who are 'Looked After' (Fostered).

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium, who we class as the 'hidden pupil premium'. The attainment of all pupils, including Pupil Premium children, is measured through half-termly ECM meetings where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

Designated Staff member in charge: Miss Nyasha Brackett-Thomas

Nominated Governor: Miss Elaine Webb

Our Mission statement: Embedding Excellence

Our School Priorities:

Strategic Priority 1 – Quality of education

To know, acknowledge and address the gaps in learning for all children through establishing a flexible route to curriculum recovery, which is driven by high-quality assessment practice (JT/EH)

Strategic Priority 2 – Behaviour and attitudes

To build an anti-bias school by developing a deep understanding of structural racism and inequalities that exist in our school and beyond through empowerment of voice, choice and equal opportunities for all (JT/NB-T)

Strategic Priority 3 – Behaviour and attitudes

To enhance our inclusive, caring and supportive community by positively promoting good health and wellbeing (social, physical and mental) post Covid-19, for all children, staff and families. (TM/KG)

Strategic Priority 4 – Quality of education

To ensure that girls from around the world improve their lives through education. They are assertive active learners and are empowered to do so. They participate, progress and attain more throughout the whole curriculum. (KG/NB-T)

Strategic Priority 5 – Quality Education

To embed quality blended learning in our curriculum to ensure that all children are engaged and motivated in their learning and make continued progress so they are equipped for equity (ND/EH)

1. Summary information					
School	Barham Primary School				
Academic Year	2020-2021	Total PP budget	£71,285	Date of most recent PP Review	September 2020
Total number of pupils	921	Number of pupils eligible for PP	70 (7.5%)	Date for next internal review of this strategy	July 2021

2. Current attainment				
2019- 2020				
Pupils eligible for PP at our school (outcomes are based on teacher assessment as there were no SATs tests in 2020 due to the Covid-19 pandemic and there is no National or SATs based attainment to report on)				
*Below are outcomes from 2019				
	Pupils eligible for PP 2019 School		Pupils not eligible for PP 2019 School	Pupils not eligible for PP (National average) 2019
Reflective of 10 pupils out of 119	Expected Standard and above		Expected Standard and above	Expected Standard and above
Met end of year 2 expectations in RWM	80%		67%	69%
Met end of year 2 expectations in reading	80%		71%	78%
Met end of year 2 expectations in writing	80%		69%	73%
Met end of year 2 expectations in maths	80%		76%	79%
	Pupils eligible for PP 2020 School	Pupils not eligible for PP (National average)	Pupils not eligible for PP 2020 School	Pupils not eligible for PP (National average) 2020
Reflective of 25 pupils out of 113	Expected Standard and above	Expected Standard and above	Expected Standard and above	Expected Standard and above

Met end of year 6 expectations in RWM	64%	71%	74%	71%
Met end of year 6 expectations in reading	72%	78%	78%	78%
Met end of year 6 expectations in writing	68%	83%	84%	83%
Met end of year 6 expectations in maths	64%	84%	82%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Outcomes in early years needs to improve for all children including Pupil Premium children in speaking, writing, reading, number, shape, space and measure.
B.	Pupil Premium in KS1 to continue to meet &/or surpass the national average at the expected standard in all subjects.
C.	An in school gap exists at KS2 between the attainment of Pupil Premium and Non-Pupil Premium children in all areas including combined reading, writing and maths.
D.	Lower performance of FSM in KS2 reading.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Improve attendance for all pupils, boys, girls and children with EHC plans to at least the national average
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EYFS Improve outcomes for all children in <u>Communication and Language</u> , Writing, Reading, Number, <u>PSED</u> and Shape, Space and Measure.	Children in EYFS make rapid progress by the end of the year so that all children eligible for PP meet age expected.
B.	KS1 To continue to have a higher percentage of disadvantaged pupils in KS1 who meet the expected standard in Reading, Writing and Mathematics that surpass or meet the national average.	Children in KS1 make rapid progress by the end of the year so that all children eligible for PP meet the expected standard in R, W + M
C.	At KS2, close the in-school gaps between the attainment of disadvantaged and non-disadvantaged pupils in children in all areas including combined reading, writing and maths.	Children in KS2 make rapid progress by the end of the year so that all children eligible for PP close the gap in reading and maths between Non-PP.
D.	To raise outcomes at the end of KS2 where FSM have been identified as a lower performing group in reading.	Children in KS2 that are FSM and middle attainers make rapid progress by the end of the year so that all children eligible for FSM are in line with their peers.
E.	Improve involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encourage a positive attitude towards learning beyond school day, improved aspirations.	Pupil Voice through provision provided through school. (Trips, visitors, interventions, clubs).

5. Planned expenditure

Academic year	2020-2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. EYFS Improve outcomes for all children in <u>Communication and Language</u> , Writing, Reading, Number, <u>PSED</u> and Shape, Space and Measure.	ECM meetings conducted to monitor the progress of PP children. EYFS staff to attend CPD training to deliver higher QFT.	Investment in longer term change which will help all children. The ECM meetings will help identify early intervention to improve language and communication skills. Through professional dialogue it will help identify next steps. NFER research identifies that most effective strategies are small group additional teaching and improving feedback between teachers and pupils.	ECM meetings will feature on the monitoring calendar and will be conducted half-termly.	Associate Head teachers	July 2021
B. KS1 To continue to have a higher percentage of disadvantaged pupils in KS1 who meet the expected standard in Reading, Writing and Mathematics that surpass or meet the national average.	LAs employed in years 1 and 2 to carry out interventions, including one to one LA for SEND support in year 2. Quality curriculum booster club resources. More able provision to enable children to have a good understanding of philosophy and mathematics. Due to Covid-19, LAMDA classes will be offered to PP children once it is safe to invite outside agencies in.	To provide personalised intervention so the attainment gap between PP and Non-PP is closed and pupils are in line with the national averages. Teachers will have the necessary resources they need to fill in gaps for PP children. This provision will enable PP children to be in line with their Non-PP peers. The provision expose the children to depth and breadth of the curriculum. The LA will be deployed to address any early intervention as identified. The support will be both through in class and intervention. LAMDA classes are focused on supporting PP children developing their: Interpretative skills Technical skills Communication skills.	The additional adults will be directed by both the phase leaders and year group leaders. The support will be timetabled in. The additional adults will provide regular updates at the end of term. The individual year groups will look at their action plans and plan in quality curriculum booster club resources accordingly. This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead. Performance management targets, lesson observations and class provision maps and target tracker data will ensure the impact of implementation. Children may sit LAMDA exams.	Associate Head teachers Years 1 and 2 year group leads and phase leader Teachers Associate Head teachers and EH (More & Most able lead) Associate Head teachers	July 2021 July 2021 July 2021 July 2021

<p>C</p> <p>At KS2, close the in-school gaps between the attainment of disadvantaged and non-disadvantaged pupils in children in all areas including combined reading, writing and maths.</p>	<p>Parent survey to determine children in need of a laptop or device to support them with Blended learning- PP children targeted to ensure that they have access to a device and WIFI in order to support them in closing gaps in Reading, Writing and Mathematics.</p> <p>Additional support appointed in Key Stage 2 to provide personalised provision through LA.</p> <p>Quality curriculum booster club resources <u>before school and during Easter holidays year 6 if it is safe to do so.</u></p> <p>More able provision to enable children to have a good understanding of philosophy and mathematics.</p> <p>Brilliant Club-more able mathematical provision.</p>	<p>To provide personalised intervention so the attainment gap between PP and Non-PP is closed and pupils are in line with the national averages.</p> <p>Teachers will have the necessary resources they need to fill in gaps for PP children.</p> <p>Devices will be provided for PP children who do not have access to one at home to ensure that they are able to access and interact with ongoing blended learning at school and at home.</p> <p>This provision will enable PP children to be in line with their Non-PP peers. The provision expose the children to depth and breadth of the curriculum.</p> <p>Research states that children need to have a love of reading if they are to be successful. The provision will ensure PP children have a love of reading and thus have an improved attainment in reading.</p> <p>PP funding should not only be used for those who are less able but also to challenge the more able PP. They should be no glass ceiling on these children.</p>	<p>The additional support will be directed by both the phase leaders and year group leaders. The support will be timetabled in. The additional support will provide regular updates at the end of term.</p> <p>The individual year groups will look at their action plans and plan in quality curriculum booster club resources accordingly.</p> <p>Teachers will feedback to the Associate Head teachers and ND about children who need a device.</p> <p>This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead.</p> <p>Performance management targets, lesson observations and class provision maps and target tracker data will ensure the impact of implementation. The Literacy Lead will direct the reading champion. Target tracker will show the impact of f this provision.</p> <p>Led by a teacher with specialism in More and most able, children selected carefully and given extra support by the teacher, supervised in turn by the THT for more and most able.</p> <p>This provision will take place on a rotation and the children will be selected and names will be passed onto the more able lead.</p>	<p>Associate Head teachers</p> <p>Years group leads and phase leader Teachers</p> <p>More and most able teacher, Trainee head (More & Most able lead)</p> <p>Associate Head teacher (Literacy Lead)</p> <p>Associate Head teachers (More & Most able lead)</p>	<p>July 2021</p> <p>July 2021</p> <p>July 2021</p> <p>July 2021</p> <p>July 2021</p>
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D. To raise outcomes at the end of KS2 where FSM have been identified as a lower performing group in reading.	Targeted reading support in class and small same bubble groups to support pupils' reading.	Research states that children need to have a love of reading if they are to be successful. The provision will ensure PP children have a love of reading and thus have an improved attainment in reading.	Performance management targets, lesson observations and class provision maps and target tracker data will ensure the impact of implementation. The Literacy Lead will direct the reading champion.	Associate Head teachers (specialist SLE in	July 2021
Total budgeted cost					35,642.50
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Improve involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encourage a positive attitude towards learning beyond school day, improved aspirations.	LAMDA to promote self-esteem and confidence, as well as oracy development. Emotional Literacy training. Subsidised music tuition	Research states that once a child's emotional and social well-being is secure, only then will they make academic progress. The long term investment will ensure the children have foundations in place. Emotional Literacy training will support Las to give the emotional support and guidance to our vulnerable pupils. PP children need to be given the opportunity to pursue extracurricular activities. This will enable PP children to be develop their talents in different fields.	This will be conducted once it is safe for us to have outside agencies working in school with a range of targeted groups of children. The impact will be provided through reports produced by LAMDA, teacher observations, final performance, speaking and listening data and pupil voice. BOXALL will be used to identify the impact of emotional support given. Feedback from the Music provider. Pupils apply their learning and perform their instrumental skills to a range of audience. Pupil undertake music exams	Associate Head teachers SENDCO Music Teacher	July 2021 July 2021 July 2021 July 2021

	<p>Careers Week</p> <p>Educational visits/school journey and other enrichment activities</p>	<p>PP children need to have aspirations just as high as their peers, so they can too, go and succeed in society. The best way to do this is through exposing them to careers that some disadvantaged and vulnerable children may not have had access through. Research done through surveys carried out by Primary Futures (Education & Employers) shows this.</p> <p>Due to financial barriers PP children may not be able to go on educational visits/enrichment activities. The allocation of this funding will allow these children to have the same experience as their peers, and experience places they may never go.</p>	<p>Different professions will be invited to give talks to the children. Follow up work in the classrooms will show impact. Comparison of work and career choices made by children will be carried out and pupil voice.</p> <p>The half-termly MTP will show the planned educational visits. Follow up work will further show the impact</p>	<p>Associate Head teachers upper ks2 and upper ks2 teachers</p>	<p>July 2021</p>
<p>E. Improved attendance rates for children eligible for PP</p>	<p>Learning mentor</p>	<p>The role of the learning mentor will ensure that children have the correct behaviour for learning and have the support they need to address the barriers they may face whilst at school.</p> <p>Emotional Literacy training to support nurture groups.</p>	<p>Teachers/SENCO will make referrals to Learning Mentor. The sessions will take place in and outside the classroom as required. The impact will be measured as soft data and target tracker data. An improvement in attendance will also show this.</p>	<p>Learning Mentor/ SENCO/ Associate Head teacher responsible for attendance.</p>	<p>July 2021</p>
<p>E. More engagement from hard to reach families, improve attendance</p>	<p>Family Support Worker SENDCO</p>	<p>Improving resilience of families, improving attendance, behaviour boundaries of children and understanding of children.</p> <p>Running a variety of parent workshops for vulnerable families such as exercise camps, confidence clubs etc.</p>	<p>Liaise with family support worker through regular meetings.</p> <p>Feedback from parents/ families.</p>	<p>Associate Head teacher/Saf e-guarding officer</p>	<p>July2021</p>
Total budgeted cost					<p>35,642.50</p>

6. review of expenditure July 2021

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.barhamprimaryschool.co.uk