

2022 – 2023 Pupil premium strategy statement

This statement details a review of 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 also outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year, 2022-2023, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barham Primary school
Number of pupils in school	934
Proportion (%) of pupil premium eligible pupils	9.1% (9.3% December 22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Karen Giles
Pupil premium lead	Nyasha Brackett - Thomas
Governor / Trustee lead	Elaine Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111, 462.40
Recovery premium funding allocation this academic year	£ 39,378.76
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	£150, 841.60

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to ensure that all of our pupils make rapid and sustained progress and attainment across all areas of the curriculum, irrespective of their individual needs, background or the challenges that they are experiencing.

Our strategy will take into consideration our pupils' individual needs and their challenges, including pupils who have been assigned a social worker and pupils who have been identified as being vulnerable due to circumstances in their home lives. We will place the needs of these pupils at the heart of our approach through providing them with targeted and personalised support as outlined in the activities below.

It is our intention to ensure that we close the in-school gaps between the attainment of our disadvantaged and non-disadvantaged pupils in all areas with a specific focus on reading, which will be driven by quality first teaching to a high standard. We will also ensure that our non-disadvantaged pupils are supported in making rapid progress and in sustaining progress and attainment to a high standard, alongside the progress of their disadvantaged peers.

We strongly believe that quality first teaching is the most effective way to support all of our pupils in making rapid and sustained progress and in ensuring that they are provided with targeted support as part of our school's plans to recover the knowledge, skills and understanding of our pupils who have been worst affected by the pandemic.

Thorough assessment and analysis of progress and attainment data will be integral to our school's approach and response to the individual needs and challenges of our pupils. We will have regular discussions with the class teachers about the specific needs that they have identified during progress review meetings about each and every pupil. This will help to identify and put early interventions in place for all of our pupils, providing them with the appropriate level of support and challenge to help them to thrive in their learning.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in the Early Years needs to improve for all children including Pupil Premium children in Communication and Language, Literacy and Mathematics.
2	Pupil Premium pupils in KS1 are being outperformed by their peers in all areas, including Reading, Writing and Spoken Language.
3	An in-school gap exists at KS2 between the attainment of Pupil Premium and Non-Pupil Premium pupils in Mathematics.
4	Ensure that the pupils who are in receipt of free school meals and pupil premium are in line with or surpass their peers in Spoken Language, Reading and Writing in KS2.
5	There is a large gap in Mathematics, where Pupil Premium pupils in KS1 are being outperformed by their peers, which is closely followed by Science.
6.	Improve involvement of pupils in extra-curricular, encouraging healthy lifestyles, emotional and well-being and a positive attitude towards learning beyond the school day and improved aspirations.

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
EYFS Improve outcomes for all children in Communication and Language, Literacy and Mathematics.	Children in EYFS make rapid progress by the end of the year so that all children eligible for PP meet age related expectations.
KS1	Pupils in KS1 make rapid progress by the end of the year so that all pupils

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.	eligible for PP meet the expected standard in Reading, Writing and Mathematics.
KS2 To close the in-school gaps between the attainment of disadvantaged and non-disadvantaged pupils in all areas including Reading, Writing and Mathematics combined	Pupils in KS2 make rapid progress by the end of the year so that all pupils eligible for PP close the gap in Mathematics between PP and Non-PP pupils.
To raise outcomes at the end of KS2 where FSM/PP have been identified as a lower performing group in Reading, Writing and Spoken Language.	Pupils in KS2 that are FSM/PP and middle attainers make rapid progress by the end of the year so that all pupils eligible for FSM are in line with their peers.
To raise outcomes at the end of KS1 where FSM/PP have been identified as a lower performing group in Mathematics and Science.	Pupils in KS1 that are FSM/PP and middle attainers make rapid progress by the end of the year so that all pupils eligible for FSM are in line with their peers.
Improve involvement of pupils in extra-curricular, encouraging healthy lifestyles, emotional and well-being and a positive attitude towards learning beyond the school day and improved aspirations.	Pupil Voice through provision provided through school. (Trips, visitors, interventions and clubs).

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: £50,280.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECM meetings conducted to monitor the progress of PP pupils.	Investment in longer term change which will help all pupils. The ECM meetings will help identify early intervention to improve language and communication skills. Through professional dialogue it will help identify next steps. ECM meetings will feature on the monitoring calendar and will be conducted half-termly. NfER research identifies that most effective strategies are small group additional teaching and improving feedback between teachers and pupils.	1,2,3,4,5
Purchased a DFE validated Systematic synthetic Phonics programme (Lesley Clarke's Letter's and Sounds) to secure stronger phonics teaching for all pupils across the school. This also includes the purchase of regular CPD to train staff to implement the programme effectively and confidently.	A strong evidence base shows a positive impact on the accuracy of word reading when using a consistent approach to Phonics. Fully decodable age and stage appropriate books also support pupils in using and applying their phonics skills and knowledge.	1,2,5
Purchase of standardised diagnostic assessments.	Standardised tests can provide insights into the individual needs for pupils to help ensure they receive personalised support through teaching and interventions.	2,3,4,5

EYFS staff to attend CPD training to deliver higher Quality First Teaching.	Staff will benefit from direct training and refreshers on the EYFS curriculum as this will aid their provision for quality first teaching.	1
Learning Assistants employed in Nursery, Reception and in Years 1-6 to carry out interventions, including one to one LAs for SEND support.	To provide personalised intervention so the attainment gap between PP and Non-PP is closed and pupils are in line with the national averages.	2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,280.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality curriculum booster club resources and 1:1 and small group tutoring sessions.	Teachers will have the necessary resources they need to fill in gaps for PP pupils.	2
More able provision to enable children to have a good understanding of Literacy, Grammar, Reading and Mathematics.	This provision will enable PP pupils to be in line with their Non-PP peers. The provision will expose the pupils to the full depth and breadth of the curriculum.	2,3,6
LAMDA classes will be offered to PP pupils to develop their Oracy and Writing skills.	LAMDA classes are focused on supporting PP pupils developing their: <ul style="list-style-type: none"> • Interpretative skills • Technical skills • Communication skills 	2,3,6
Determine pupils in need of a laptop or device to support them with continued Blended learning- PP pupils 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	Devices will be provided for PP pupils 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.	2,3,4,5,6
Targeted reading support in class and	Research states that pupils need to have a love of reading if they are to be	3,4,5

small groups to support pupils' reading.	successful. The provision will ensure PP pupils have a love of reading and thus have an improved attainment in Reading.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,280.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
LAMDA to promote self-esteem and confidence, as well as Oracy development.	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.	6
Emotional Literacy training.	Emotional Literacy training will support our learning assistants enabling them to provide emotional support and guidance to our vulnerable pupils.	6
Subsidised music tuition	PP pupils need to be given the opportunity to pursue extracurricular activities. This will enable PP pupils to develop their talents in different fields.	4,5,6
Careers Week	PP pupils 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 pupils may not have had access to. Research conducted through surveys carried out by Primary Futures (Education & Employers) shows this.	2,3,4,5, 6
Educational visits/school journey and other enrichment activities including Sporting activities with outside agencies.	Due to financial barriers, PP pupils may not be able to go on educational visits/enrichment activities. The allocation of this funding will allow these pupils to have the same experience as their peers, and experience places they may never go. Pupil Premium pupils were also provided with the opportunity to attend a Tennis Club with a Sports Coach and will receive similar sporting opportunities this	1,2,3, 6

	academic year.	
Learning mentor to improve attendance rates and behavioural support for pupils eligible for PP.	<p>The role of the learning mentor will ensure that pupils have demonstrate a positive attitude to 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>	6
Achieving more engagement from hard to reach families, improving attendance through the work of the Family Support Worker.	<p>Improving resilience of families, improving attendance, behaviour boundaries of pupils and understanding of children's learning strategies.</p> <p>Running a variety of parent workshops for vulnerable families such as exercise camps, confidence clubs etc.</p>	6

Total budgeted cost: £138, 290

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 to 2022 academic year.

One of the intended outcomes of our school's Pupil Premium Strategy was to have a higher percentage of our disadvantaged pupils in KS1 who meet the expected standard in Reading, Writing and Maths.

An additional intended outcome of our strategy was to close the in-school gaps between the attainment of our disadvantaged and non-disadvantaged pupils in KS2 in all areas including in combined Reading, Writing and Maths.

In order to work towards this aim, our Pupil Premium pupils in Years 2 and 6 received one to one and one to three tuition, which provided them with the targeted support that they needed to close the gaps in their Mathematical knowledge. The pupils also attended carefully tailored Reading and Maths boosters, which were led by our experienced teachers and senior leaders in preparation for the end of Key Stage 1 and 2 assessments.

Class teachers carefully assessed and tracked the progress of our Pupil Premium pupils across the school through the use of our Pupil Premium Provision Grids which were completed on a half termly basis. This included identifying the specific needs of each of these pupils, the provision that they were being provided with, its effectiveness and impact on their learning and needs and their attainment data each term. Our teachers and senior leaders reviewed and used this information to provide additional support wherever necessary to close gaps in the pupils' learning.

Moreover, as part of our Pupil Premium Provision, it was our school's intention to improve the involvement of our Pupil Premium pupils in extra-curricular activities, providing them with the capital cultural that they needed to raise their academic attainment, whilst simultaneously building upon their social and emotional development. Our pupils were therefore provided with enrichment opportunities such as exploring their oracy skills and drama through participating in LAMDA.

Additionally, our PP pupils had the opportunity to attend bespoke Tennis lessons with an experienced external coach and a range of multi-skills activities with our experienced PE Team during lunchtimes and after school.

One to one Music tuition was also provided as part of our Pupil Premium enrichment offer.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.

