

2023 – 2024 Pupil premium strategy statement

This statement details a review of our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 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, 2023-2024, 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	13.4% December 2023 (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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jayshree Thakore
Pupil premium lead	Stephen Anti
Governor / Trustee lead	Elaine Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,080.00
Recovery premium funding allocation this academic year	£3480
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	£145, 560.00

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 and sustained progress 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.

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, providing pupils with the appropriate level of support and challenge to help them to thrive in their learning.

Having an understanding that non-academic challenges such as attendance, behaviour and social and emotional needs can have a negative impact on academic outcomes leads us to explore a range of strategies to combat this. We aim to provide different ways to support attendance, extra-curricular activities to increase engagement in learning and extend school time to extend core teaching.

Challenges

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

Challenge number	Detail of challenge
1	To continue to build upon improving the outcomes in the Early Years for all children including Pupil Premium children in Communication and Language, Literacy and Mathematics.
2	Pupil Premium children in KS1 are being outperformed by their peers in Reading, Writing and Maths.
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 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 continue to close the in-school gaps between the attainment of disadvantaged and non-disadvantaged pupils in all areas including combined Reading, Writing and Mathematics.	Pupils in KS2 make rapid progress by the end of the year so that all pupils eligible for PP close the gap in Reading, Writing and Mathematics combined.
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). Soft starts, boosters , after- tuition Brilliant club – to inspire children to be aware of the futures that are open to them through university.

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 £48,520.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECM meetings conducted to monitor the progress of PP children.	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 conducted with teachers clear and purposeful next steps will be identify in a timely manner	1,2,3,4,5
	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. Feedback from colleagues has shown that this has had a positive impact and allows a greater focus on our PP children.	
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.	<p>A strong evidence base shows a positive impact on the accuracy of word reading when using a consistent approach to Phonics.</p> <p>Fully decodable age and stage appropriate books also support pupils in using and applying their phonics skills and knowledge.</p> <p>Evidence from the EEF has shown that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,2,5
This also includes regular CPD to develop staff's practice to implement the programme effectively and confidently.		

Implementing the use of standardised diagnostic assessments.	<p>Standardised tests can provide insights into the individual needs for pupils to help ensure they receive personalised support through teaching and interventions.</p> <p>Feedback from colleagues has shown that they feel this is an effective and consistent way of measuring the progress of PP children.</p>	2,3,4,5
--	---	---------

EYFS staff to attend CPD training to deliver higher quality of Quality First Teaching.	<p>Staff will benefit from direct training and refreshers on the EYFS curriculum as this will aid their provision for quality first teaching.</p> <p>Feedback from colleagues has been positive with a lot sharing that they've learnt new strategies to improve learning in EYFS.</p>	1
Learning Assistants employed in Nursery, Reception and in Years 1-6 to carry out interventions, including one to one LAs for SEND support.	<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>Evidence from the EFF's research concluded that Teaching assistants can provide a large positive impact on learner outcomes</p>	2,3,4,5

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

Budgeted cost: £48,520.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first 1:1 and small group tutoring sessions.	<p>Teachers and learning assistants will have the necessary resources they need to fill in gaps for PP children.</p> <p>EEF research concluded that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	2
Extra provision e.g. boosters to enable pupils to have a good understanding of Literacy, Grammar, Reading and Mathematics.	<p>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.</p> <p>EEF research suggests that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Diagnostic assessment can be used to assess the best way to target support. EEF research also suggests programmes that extend school time have a positive impact on average.</p>	2,3,6
LAMDA classes will be offered to PP children to develop their Oracy and Writing skills.	<p>LAMDA classes are focused on supporting PP pupils developing their:</p> <ul style="list-style-type: none"> • Interpretative skills • Technical skills • Communication skills. <p>Feedback from previous years has shown that pupils have developed in confidence and really speak highly of their sessions.</p> <p>EEF research has also shown that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	2,3,6

Determine pupils in need of a laptop or device to support them in school 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	<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. Children are then able to complete online homeworks.</p> <p>EEF research has suggested that homework has a positive impact on average (+ 5 months)</p>	2,3,4,5,6
Targeted reading support in class and small groups to support pupils' reading.	<p>Research states that pupils 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>EEF research concludes that Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	3,4,5
Peer tutoring	<p>A focus on closing the gap in Mathematics for KS2.</p> <p>EEF research concludes that Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p>	3

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

Budgeted cost: £48,520.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
LAMDA to promote self-esteem and confidence, as well as Oracy development.	<p>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.</p> <p>EEF research has also shown that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	6
Subsidised music tuition	<p>PP pupils need to be given the opportunity to pursue extra-curricular activities. This will enable PP pupils to develop their talents in different fields.</p> <p>EEF findings have shown that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum</p>	4,5,6
Career opportunities	<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 pupils may not have had access to. Pupils from Years 5 and 6 will also have an opportunity to be involved in an initiative which shows the benefits of university learning on their futures.</p> <p>EEF research suggests that ensuring students have the knowledge and skills to progress towards their aspirations is likely to be effective</p>	2,3,4,5, 6
Educational visits/school journey and other enrichment activities including Sporting activities with outside agencies.	<p>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 children to have the same experience as their peers, and experience places they may never go. Pupil Premium pupils would also be provided with the opportunity to attend a</p>	1,2,3, 6

	<p>Tennis Club with a Sports Coach and will receive similar sporting opportunities this academic year.</p> <p>Evidence from the EEF suggests that there is a small positive impact of physical activity on academic attainment</p>	
<p>Achieving more engagement from hard to reach families, improving attendance through the work of the Family Support Worker.</p>	<p>Improving resilience of families, improving attendance, behaviour boundaries of pupils and understanding of pupils' learning strategies.</p> <p>Running a variety of parent workshops for vulnerable families such as learning workshops, confidence clubs etc.</p> <p>Evidence from the EEF suggests that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	6

Total budgeted cost: £145, 560.00

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.

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 children 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
Tennis club	Sports training education
LAMDA	Fresh Arts
Scholars Programme	Brilliant club

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.

