

## 2024 – 2025 Pupil premium strategy statement

This statement details a review of our school's use of Pupil Premium 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, 2024-2025, 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	927
Proportion (%) of pupil premium eligible pupils	14.6% (December 2024) 13.4% (December 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£173,900,00
Recovery premium funding allocation this academic year	£0
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	£173,900,00

## 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	Not all disadvantaged children are achieving the expected standard in EYFS (GLD) Some disadvantaged children in the early years did not reach GLD and are below the expected standard..
2	End of year outcomes for Maths, Writing and Reading show that disadvantaged children are being outperformed by their peers in some year groups
3	Attendance Throughout the school, the figures show that disadvantaged children have a lower attendance percentage than their peers
4	Extra-curricular activities Disadvantaged children have a limited experience of extra- curricular activities outside of school and few opportunities at home to develop their cultural capital and confidence.
5	Some disadvantaged children do not have access to appropriate resources outside of school. A lot of our disadvantaged families do not have the resources to support their child's learning at home. This leads to incomplete homeworks and children not being exposed to a range of literature. We as a school provide a variety of different resources e.g reading books to support children with their learning at home.
6.	Parental engagement Due to the diverse nature of our cohort of children, parental engagement can be hindered by language barriers and time commitments. As a school, we are providing different levels of support to strengthen the link between parents and the school.

## 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
<p>EYFS</p> <p>Improve outcomes for all children in Communication and Language, Literacy and Mathematics and ensure more disadvantaged children meet the good level of development standard.</p>	<p>Children in EYFS make rapid progress by the end of the year so that all children eligible for PP meet age related expectations. Data will show the gap between disadvantaged and non-disadvantaged has reduced.</p>
<p>End of KS2 outcomes show that disadvantaged children have met the expected standard for Reading and Maths</p>	<p>To ensure gaps are closed amongst disadvantaged children, accurate assessments of needs will be completed to ensure targeted interventions are put in place.</p> <p>End of KS2 data will show the gap between disadvantaged and non-disadvantaged has reduced.</p>
<p>To close the gap in pupils attendance between disadvantaged children and their peers</p>	<p>Attendance figures at the end of the year will show that the attendance gap between disadvantaged children and their peers has reduced.</p> <p>Attendance for disadvantaged children will be at national or above national</p>
<p>Improved involvement of children in extra-curricular, encouraging healthy lifestyles, emotional and well-being, encouraging a positive attitude towards learning beyond the school day and improved aspirations.</p>	<p>All disadvantaged children take will part in an extra-curricular activity throughout the year</p> <p>Opportunities will be provided for children to develop their cultural capital</p> <p>Children will have improved self-esteem, social interactions and engagement with different activities.</p>
<p>Providing disadvantaging pupils with the resources needed to develop and support their learning at home</p>	<p>Children will be provided with access to online resources, reading books and training for parents to facilitate better learning at home</p>
<p>Parents engage more with the school and are better equipped to support their children's learning at home</p>	<p>Opportunities will be provided for parents to come in and learn with their child so that they can continue that learning at home via parent workshops.</p> <p>Parent's voice will be encouraged so the school can understand the views from the parents and how to support further.</p>



### 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 £57,966.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ECM meetings conducted to monitor the progress of PP children.</p>	<p>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.</p> <p>ECM meetings will feature on the monitoring calendar and will be conducted half-termly.</p> <p>NFER research identifies that most effective strategies are small group additional teaching and improving feedback between teachers and pupils.</p> <p>Feedback from colleagues has shown that this has had a positive impact and allows a greater focus on our PP children</p>	<p>1 and 2</p>
<p>Embedding 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> <p>This also includes regular CPD to develop staff's practice to implement the programme effectively and confidently.</p>	<p>A strong evidence base shows a positive impact on the accuracy of word reading when using a <del>one</del> approach to Phonics. 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>	<p>2</p>

<p>Implementing the use of standardised diagnostic assessments.</p>	<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>	<p>1,2</p>
<p>The senior leadership team to work with all staff to improve and enhance the teaching and learning within each subject .Effective CPD, supporting ECTs and training are included in this. New schemes have been introduced to support teachers. This ensures that all teachers are equipped with the skills and knowledge to provide high quality teaching to all pupils</p>	<p>The EEF Guide to the Pupil Premium   Education Endowment Foundation Page 6</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>1, 2</p>

EYFS staff to attend CPD training to deliver higher 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a></p>	1
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £57,967.00

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>	1,2
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 learning assistants can provide a large positive impact on learner outcomes</p>	1,2
LAMDA classes will be offered to PP children to develop their Oracy and Writing skills.	<p>LAMDA classes are focused on supporting PP children developing their: Interpretative skills Technical skills Communication skills.</p> <p>Feedback from previous years has shown that children 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
Determine children in need of a laptop or device to support them in school with continued 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>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 such as SPAG.com and Maths.co.uk</p> <p>EEF research has suggested that homework has a positive impact on average (+ 5 months)</p>	2,5,6

<p>Targeted reading support in class and small groups to support pupils' reading. Reading books given for children to take home that are at their ability</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>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>	<p>2,5,6</p>
<p>Peer tutoring</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> <p>We also encourage our tutees to support and encourage the children with low attendance to not miss sessions.</p>	<p>2,3</p>

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

Budgeted cost: £57,967.00

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>	2,4
All disadvantaged children to take part in a range of extra-curricular activities (sports, art and design, coding, music) and pupil leadership opportunities.	<p>Disadvantaged children need to be given the opportunity to pursue extracurricular activities and leadership opportunities. This will enable disadvantaged children to <del>help</del> 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> <p>Evidence from the EEF suggests that there is a small positive impact of physical activity on academic attainment. It is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p>	4
Career opportunities	<p>Disadvantaged 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 to. Children from Years 5 and 6 will also have an opportunity to be involved in an initiative (brilliant club) which shows the benefits of university learning on their futures and develops their cultural capital.</p> <p>EEF research suggests that ensuring students have the knowledge and skills to progress towards their aspirations is likely to be effective.</p>	4,5,6

<p>Educational visits/school journey and other enrichment activities e.g workshops.</p>	<p>Due to financial barriers, disadvantaged 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><a href="https://educationbusinessuk.net/features/keep-educational-visits-part-curriculum">https://educationbusinessuk.net/features/keep-educational-visits-part-curriculum</a></p>	<p>4,6</p>
<p>Achieving more engagement from hard to reach families, improving attendance through the work of the Family Support Worker and attendance officer.</p>	<p>Improving resilience of families, improving attendance, behaviour boundaries of children and understanding of children's learning strategies.</p> <p>Running a variety of parent workshops for vulnerable families such as learning workshops, confidence clubs, toddler groups 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>	<p>3,6</p>

**Total budgeted cost: £173,900,00**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national level.

The data demonstrated the following:

#### End of KS2 outcomes

- 69% of disadvantaged pupils achieved the expected standard for reading. This surpasses the national average of 62%.
- 69% of disadvantaged pupils achieved the expected standard for writing. This surpassed the national average of 58%.
- 62.5% of disadvantaged pupils achieved the expected standard for maths. This surpassed the national average of 59%.
- 62.5% of disadvantaged pupils achieved the expected standard for reading, writing and maths combined. This surpassed the national average of 45%.
- However, across the year group, the percentage of disadvantaged children who reached the expected standard in all subjects was lower than the percentage of non-disadvantaged children.

#### Year 1 phonics

-90% of disadvantaged pupils met the expected standard in the phonics screening check in year 1.

- This surpassed the national average of 68% and was higher than the percentage achieved by non-disadvantaged children.

The data demonstrates that the disadvantaged children at Barham primary school achieve better than the national average at the end of Year 1 and year 6. This shows that the strategies that were implemented were having an impact. The key focus of upskilling our staff members through specific CPD and training allowed them to be better able to deliver high quality teaching consistently. The targeted interventions, boosters and tutoring sessions led by teachers and learning assistants had a key focus on fundamental basic skills such as phonics, handwriting, comprehensions and basic mathematical skills. This provided children with a foundation to build their future learning. However, there is a need for all our strategies to be further embedded to ensure the gap between disadvantaged pupils and their peers continues to reduce by the end of KS2. This remains a key priority for the next academic year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance.

The attendance data for disadvantaged children from 4/9/22 to 24/7/23 was 91.08%. The attendance data for disadvantaged children 4-9-23 to 24/7/24 was 92.1%. This showed an increase of 1.02%. Particularly notable was the increased attendance in the female Pupil Premium category, which has risen by 2.04% this year. Our whole-school approach to increasing attendance has had a positive impact and it is to be continued for the next academic year.

Disadvantaged children took part in a range of free extra-curricular activities throughout the year. This ranged from 1:1 music tuition, sports clubs and art clubs. Participation in these activities was high and the children were constantly engaged. Children also took part in LAMDA sessions to develop their confidence and Oracy. Feedback from staff about the children who attended these sessions was positive and it was noted that there had been an increase in confidence and student participation in lessons. Children from Years 5 and 6 also took part in an initiative (brilliant club) which showed the benefits of university learning on their futures and developed their cultural capital.

Overall, we are pleased with the progress made through the Pupil Premium strategy in the previous year, noting positive outcomes in academic achievement and well-being for our disadvantaged students. The interventions and support programs have had a meaningful impact, with many students showing improvements in both their learning and personal development. However, we as a school recognise that there is still more work to be done. The strategy will take time to be fully embedded, and continued focus on further narrowing the attainment gap, as well as ensuring that all pupils fully benefit from the available resources, will remain a priority for the year.

#### Externally provided programmes

Programme	Provider
LAMDA	Fresh Arts
Scholars Programme	Brilliant club
After school sports clubs	Non-stop Action

#### Service pupil premium funding (optional)

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

Measure	Details
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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.*