

BARNBURGH PRIMARY SCHOOL



PUPIL PREMIUM STRATEGY REVIEW 2022 to 2023 INCLUDING COVID RECOVERY PLAN

This statement details 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 outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

SCHOOL OVERVIEW

DETAIL	DATA
School name	Barnburgh Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	26 11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022: Year 1 of strategy plan. 2022 to 2023: Year 2 of strategy plan 2023 to 2024: Year 3 of strategy plan
Date this statement was published	September 2022
Date on which it will be reviewed	Our pupil premium plan is re-visited termly with governors. It will be reviewed September 2023
Pupil premium leads	Jo Potts, Lindsey Yates
Governor lead	Paul Brown

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	£46,950
Recovery premium funding	£3,915
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year from the government:	£50,865

PUPIL PREMIUM STRATEGY REVIEW

STATEMENT OF INTENT

At Barnburgh Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all resources available to help them reach their full potential, including the **pupil premium** grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

We will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussed on 'narrowing the attainment gap' for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6. As part of the additional provision made for pupils who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Our range of provision includes

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities

The Pupil Premium leads, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to review. This will be carefully monitored by our governing body

CHALLENGES

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

We identify and address barriers to learning faced by individual pupils through:

- everyday teaching practice;
- analysis of all data records;
- discussions with pupils;
- discussions with parents and extended family
- collaboration with external agencies;
- rigorous regular tracking of pupil attainment and progress, including a specially dedicated, "narrowing the gap" progress meeting in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders. The effectiveness of strategies to overcome their barriers to learning are evaluated, and a new tailored programme put in place. These meetings take place every half term.

We aim to ensure our additional Pupil Premium Grant is spent on things that work and are effective in making a positive difference to our disadvantaged children, helping to combat their barriers to learning and close the gaps in achievement.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that our strategies focus on support for disadvantaged pupils.

BARRIERS TO FUTURE ATTAINMENT	REFERENCE LETTER
Socio-economic disadvantage	a
Safeguarding and welfare issues some of which result in Social Services involvement	b
Low parental engagement with school	c
Some of our children have had, or continue to have, poor attendance which consequently impacts on their learning.	d
Social and emotional challenges resulting in low confidence and self-esteem.	e
Some of our parents of disadvantaged students struggle to provide support to their children due to low levels of basic literacy and numeracy skills	f
Unsupported learning habits at home. For some of our disadvantaged children reading is not modelled or encouraged in the home and the children do not always have adequate support or resources for homework.	g
Parents with stressful occupations who work long hours.	h
Moderate and high levels of complex medical needs	i
Broken family structures resulting in family stress and low resilience	j
Loss and bereavement	k
Trauma and other mental health issues in the family and/or child	l
Special educational needs and disabilities	m

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.

OBJECTIVE NUMBER	OBJECTIVE	SUCCESS CRITERIA
1	to develop our curriculum offer	All PP children will be motivated and engaged in learning in all areas of the curriculum and display positive learning behaviours at all times.
2	to ensure the quality of teaching and learning is at least good	The profile of teaching and learning will improve with a specific focus on classes with PP children.
3	to review and develop the marking & feedback policy.	
4	To increase staffing capacity to enable leaders to fulfil responsibilities	the pupil premium leader has regular opportunities to monitor provision and provide support for premium children
5	to undertake 3 pupil progress meetings each year	Assessment for learning will be more rigorous for all PP children so that teachers can better identify how to close the gap.
6	to provide 1:1 or small group SEL interventions when appropriate and to develop a space to regulate emotions in	PP children will have access to social and emotional intervention when appropriate.
7	to delegate KS1 TAs to provide daily phonics interventions and to increase capacity for a HLTA with phonics specialism to provide additional phonics interventions	All PP children to attain Phase 5 phonics 100% of PP children to attain a pass at EOKS1 phonics retake.
8	to support individual families with attendance	100 % of premium pupils have improved attendance that is at least in line with the national figure.
9	to maintain an inclusion leader to be pupil premium champion to develop family-school relationships	100% of pupil premium families have immediate access to a member of staff to support with any concerns.
10	to pay for 50% of all enrichment opportunities for all pupil premium children if requested by parents.	100% of pupil premium families will be supported financially to enable children to access all enrichment opportunities.

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: £7,630

ACTIVITY	EVIDENCE FOR IMPACT	REVIEW
1. We recognise the need to develop our curriculum offer to provide a skills-based curriculum that will engage all pupils providing memorable experiences and opportunities to raise aspirations and encourage independent learning. Through engaging, inspiring and motivating pupils with our curriculum we aim to increase independent learning, resilience, team work, confidence, self-esteem and aspirations. It will be delivered for at least 6 hours a week (3 full afternoon sessions) in every class.	The curriculum lead will monitor the impact of the curriculum half termly	This year we have developed a clear vision for our curriculum offer. Staff are now able to talk about our school's curriculum with passion and an increased understanding of our whole school approach. As a consequence of developing our curriculum we are now able to place emphasis on ensuring it offers 'substance' and 'depth' and supports the spiritual, cultural and moral development of all our pupils. We have identified subject specialists within our team to lead and teach subjects and, consequently, we are able to offer a rich curriculum that inspires interest and fascination and enables staff to identify talents in our children. There are further developments we need to make to ensure that our curriculum is embedded and sustained with clear progression of skills and knowledge. This will remain an action into next year.
2. There will be a rigorous approach to the monitoring of teaching and learning including providing bespoke support packages for any teachers who are identified as requiring support.	Book scrutiny, lesson observations and drop in observations will be carried out every half term in line with the school monitoring calendar. Evidence to be found in monitoring file	No teachers required support packages last year. Monitoring indicates that the profile of teaching and learning is at least good. There are consistent approaches to teaching across all curriculum areas.
3. The marking and feedback policy will be reviewed and updated to ensure that all children, including PP, are receiving high quality marking & feedback to enable them to make at least expected progress.	The marking & feedback policy will be monitored and reviewed every half term in line with book scrutiny.	Our Assistant Head reviewed the marking and feedback policy and continues to work with staff to ensure the marking and feedback policy supports all our children on the pupil premium register to make at least expected progress. This will be a target that continues into next year.
4. CPD: We will offer high quality CPD opportunities internally and externally. All appraisal documents will document impact of CPD. This year CPD includes ELSA training and mental health training.	All training will be logged for impact in staff's appraisal documents. It will be reported on at the end of each year.	Appraisal documents evidence the impact of all training opportunities staff took part in throughout the year. In addition, we have a document outlining all additional whole school training that staff undertook.
5. Mental health first aider: The government remains committed to offering senior mental health lead training to all eligible state-funded schools and colleges by 2025. Our inclusion manager will be fully trained in this by the end of Autumn term 22. This will ensure we always have an emotionally available adult in our school.	Case studies in place for children who access support	We have a newly appointed mental health first aider in place and we have a plan for how we will put in place a whole-school approach to positive mental health and wellbeing, which embodies respect and values diversity. We have made good use of our school data and systems to support earlier identification of, and intervention for, children with mental health needs or an increased vulnerability to developing them. We have worked with all staff in the school to raise mental health awareness. This was launched with a staff questionnaire. We have developed a process to identify and support children who require alternative approaches to meeting their mental health and wellbeing needs due to trauma. This includes having the expertise to be able to offer Rainbows.

TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,975

ACTIVITY	EVIDENCE FOR IMPACT	REVIEW
6. Teachers will assess PP children at the end of every term and consider the impact of quality first teaching & learning and intervention. This will be presented at a pupil progress meeting. All targeted academic and pastoral support will be recorded on the children's One Page Profiles	PP children have been a focus for discussion at every meeting. Evidence can be found in teachers 'Do I know my class?' packs and in the minutes of the pupil progress meetings.	<ul style="list-style-type: none"> 100% of the PP group attained GLD. This was above both LA and National Figures. 100% of this group out performed their LA and national counterparts in all areas of learning. This is a positive upward trend from 2022 outcomes data where no PP child attained GLD or All Early Learning Goals. The gap to national data has closed. 50% of PP groups attained the expected standard in phonics at the EOY1. This was 17% below national figures.
7. PP children to receive 1:1 academic intervention or same day intervention for reading, writing and / or maths at least three times a week.	Interventions for PP children were monitored every half term to review impact of support. Evidence can be found in the monitoring file	<ul style="list-style-type: none"> 50% of the PP groups attained the expected standard in the year 2 resists. This outcome was in line with the outcomes for the Non-PP group of 50% suggesting that attainment is in line with PP and non-PP groups. The % of PP pupils attaining the expected standard by the end of year 2 is 67% which is 14 % below the national figure of 81%. The attainment gap To national figures is more positive for the PP group with a difference of only 3% compared to the national attainment of the non PP group at -13%.
8. PP children to receive 1:1 social and emotional intervention in order to break down barriers to learning when appropriate.	Interventions were monitored every half term to review impact of training. Evidence to be found in the monitoring file	<ul style="list-style-type: none"> Attainment at the EOKS1 for phonics was below both LA and National figures and showed a decline from the schools 2022 data of 75% of the PP group attaining the expected standard in phonics at the EOKS1.
9. Phonics intervention programmes in place to ensure all PP pupils achieve the expected outcomes by the end of the year.	Phonics Interventions for PP children were monitored every half term to review impact of training and for quality assurance purposes. Evidence to be found in the monitoring file	<ul style="list-style-type: none"> The % of PP pupils attaining the expected standard in phonics by the end of KS1 is declining overtime (75% in 2022). The % of PP pupils attaining the expected standard by the end of year 2 is 67% which is 14 % below the national figure of 81%. The attainment of the PP group at the end of KS1 was below their national counterparts in all areas and below.
10. Employ additional TA to support provide further capacity to support pp children	The additional support will ensure that pp children's one-page profiles are regularly responded to and reviewed.	<ul style="list-style-type: none"> No PP pupil attained the expected standard in writing which was significantly below both LA and national figures by 45%. However, the attainment of the Non PP in this area was well above national figures by 16%.
11. Continue with the temporary increase to HLTA's (with phonics expertise) hours to enable more opportunities for phonics interventions.	The quality of additional interventions was monitored half termly for quality. Impact will be monitored at pupil progress meetings.	<ul style="list-style-type: none"> 1 pupil attained the expected standard in both reading and mathematics but did not achieve this standard in writing therefore having a negative impact on the number of PP children who attained the Exp in the combined measure R, W, M. This is reflective of the national trend. The average score for the PP group was 19.0 which was slightly above National figures by 0.6 and in line with LA outcomes.
12. Dyslexia Gold. A number of children on our pupil premium register will have access to this new programme which supports reluctant and struggling readers.	Regular impact monitoring through data assessments in line with whole school cycle	<ul style="list-style-type: none"> The PP group attained slightly better than their Non PP group nationally with a difference of 0.5 to Non PP in comparison to 0.6 for the positive gap to national figures for the PP group. The % of pupils attaining the expected standard in reading was significantly above both LA and National figures. This group also outperformed and did better than the non-disadvantaged group. The Pupil premium group made accelerated progress in comparison to their non PP peers in reading with a progress score of -0.1, in comparison to an average progress score of -2.1 for all other pupils.
13. Therapy sessions. We have a HLTA who is trained in a number of therapies including Draw and Talk and Sand Play Therapy.	Regular impact monitoring through data assessments in line with whole school cycle	<ul style="list-style-type: none"> The % of pupil attaining the expected standard in Math's also shows an upward trend in comparison to national figures. This group outperformed their national counterparts by 21%. In contrast the non-PP group underperformed in comparison to national figures by 21%. PP children made the most progress in Math's with a score of -0.0. This is significantly above the rate of progress for the No PP group which was -3.3. The % of PP group attaining the expected standard in Writing was below National and LA figures. They underperformed in comparison to all other pupils who attained slightly above (+2%) national figures. The % of pupils making at least expected progress overtime is less in Writing (-2.2) in comparison to all other subjects. In contrast this is the subject where, overtime all other groups made better progress. (+0.2) The % of PP group attaining the expected standard in GPS was 19% below the national level of 59%. They were outperformed by all other pupils who attained 1% above the national figures of 78% attaining the expected standard. The % of PP group attaining the Combined measure in R, W, M (40%) was slightly below (-4%) the national figure of 44% who attained the expected standard. The

		gap to national figures for the combined measure is reducing for the PP group in comparison to the Non-PP group where the gap to National data has widened by 20%. Only 46% of Non PP groups attained the expected standard in the combined measure in comparison to 66% of pupils Nationally.
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WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,260

ACTIVITY	EVIDENCE FOR IMPACT	REVIEW
14. Senior leaders to work with individual families to explore ways to improve attendance seeking support from external agencies when appropriate	Half termly attendance meetings to monitor attendance information and review the impact of any interventions or family support packages that have been put in place. Evidence in attendance file. Half termly certificates and badges	Reception attendance: 94.4% Year 1: 93.2% Year 2: 95.1% Year 3: 96.3% Year 4: 95.1% Year 5: 95.6% Year 6: 96% <ul style="list-style-type: none"> Overall attendance of pupil premium: 95.2% 2 pupil premium plus children achieved excellent attendance 97.8% and 100% Overall attendance for whole school 95.1% We held termly attendance assemblies to reward pupils achieving 100% attendance. The following awards were presented to pupil premium children in recognition of their outstanding achievement: <ul style="list-style-type: none"> Bronze star badge and certificates: 8 pupils Silver star badges and certificates: 2 pupils Gold star badges and certificates 2 pupils
15. We have recognised that all our pupil premium children have experienced times of vulnerability which has consequently created a barrier to learning in the classroom. Some examples include the death of a family member; a sick pet; problems with friendships; a family crisis; no one attending whole school events; adults not engaging with school etc In order to respond to this rapidly and effectively we have appointed a member of staff as our 'Pupil Premium Champion'. This is a member of staff who will meet regularly with pupil premium families to build more effective partnerships between home and school so we are better able to respond to any challenges our children are facing. Families will be invited into school at the start of every half term to review the newsletter and prepare for the half term ahead.		Our plan to appoint a pupil premium champion changed due to our inclusion leader gaining the qualification for Senior Mental Health lead. Through this role our inclusion leader: <ul style="list-style-type: none"> Is developing a well-being charter which is based on the needs of our school. This is a trust initiative based on the well-being of the children and staff within the school. Has booked 2 members of staff onto the mental health first aider training on 17th & 18th January 2024. This will allow more capacity to support pupils both in the classroom and on the playground. Has regular check-ins with governors. Attempted to secure funding for 'With me in mind'. Unfortunately, this was unsuccessful as the Doncaster funding has currently ended. We are on the waiting list should it be reintroduced. Has completed ELSA training and resources are available in school. Attends half termly CAMHS clinic meetings. This allows staff to share concerns (with parental consent) and identify strategies/arrange appointments for children and families. Has arranged a staff meeting (Autumn 2) to support staff well-being
16. We will ensure that no pp miss out on any type of enrichment activity. This will include covering 50% of the cost of travel to and from venues, visitors into school, educational visits, peripatetic music lessons, after school clubs and anything else organised by school. It will also include the payment of meals for pupils who are not eligible but who are on the threshold.	Newsletters and headteachers report and one page profiles for summary and impact of all enrichment	Total school trips contribution £874.78 Total drama club contribution £162.00 Total sports club contribution £686.50 Total £1723.28

Total budgeted cost: £50,86

