

# Pupil premium strategy statement – Barlby Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	December 22
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body
Pupil premium lead	Katy Nicholls/Joel Simon
Governor / Trustee lead	Henry Yates

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240000
Recovery premium funding allocation this academic year	£24,145
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£264,145

# Part A: Pupil premium strategy plan

## Statement of intent

Over the last decade we have consistently had 50% or more of our pupils eligible for pupil premium. We provide high quality teaching, in small classes (25 maximum), with the aim of closing academic gaps. We work in partnership with other organisations to provide practical support e.g. food, uniform, computer hardware, as well as emotional well-being support, and additional speech and language therapy. We also plan and subsidise enrichment activities that might otherwise be inaccessible.

## Challenges

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

Challenge number	Detail of challenge
1	Arrival in school with below average attainment, especially in speech and language and communication
2	Significant gaps in attainment in English and Maths between PP and no PP pupils since Covid
3	Inconsistent attendance and punctuality
4	Increased risk of social and emotional difficulty due to challenges faced outside school including impact of Covid
5	Low parental engagement/parenting skills

## 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
Improvement in speech and language communication skills at end of EYFS	WellComm groups established and progress target of 30% at ARE set. Speech and language therapy provided for reception children (in addition to those with EHCP)
To close the academic gaps in core subjects between PPG and non-PPG pupils Percentage increase of 20% in each year group of those at expected for their age and eligible for PP	To close the academic gaps in core subjects between PPG and non-PPG pupils Percentage increase of 20% in each year group of those at expected for their age and eligible for PP

Improved attendance and punctuality Improving attendance of key families whose attendance is below 90% (figure to be added)	Improved attendance and punctuality Improving attendance of key families whose attendance is below 90% (figure to be added)
To provide emotional support for those in need Support provided for all children referred by staff or parents	To provide emotional support for those in need Support provided for all children referred by staff or parents

## 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: £199,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of cover teacher	This enables small group tuition by existing, experienced staff. Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	2
Additional teaching staff so can operate as 2 form rather than 1.5 entry school	Reducing class size has a small positive impacts of +2	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm groups 1	EEF and local authority recommended	1
Additional maths and reading groups led by teachers	Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	2
Speech and Language Therapy a moderate	The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a	1

impact (+4 months) for a very low cost 1	moderate impact (+4 months) for a very low cost	
Three LSAs trained in reading intervention 'Boosting Reading' 1:1 reading in y1, y4 and y5 (based on data)	Shown to impact up to 6 months progress in 10 weeks <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support provided by partners At the bus provides support small group support for 48 pupils Y1-6. Place2Be support 6 pupils 1:1. Place 2 Talk drop in counselling Y4-6	Evidence shows: 1:1 - 61% of pupils difficulties had less impact on their learning 4	4
West London Zone program	Evidence shows: 75% of young people at risk have improved their mental health 78% of young people at risk have improved their social skills 4	4
Daily fruit	All children across the school will be given a daily piece of fruit during the year. This has a positive impact on the children's wellbeing and overall health. 4	. 4

**Total budgeted cost: £ 264,145**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Performance measures have not been published for 2021 to 2022. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Internal data shows a significantly increased gap in English and Maths attainment between PP and Other in every year group.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

### Service pupil premium funding N/A