

## Pupil premium strategy statement

This statement details 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 outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Barlby Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	51%
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 21
Date on which it will be reviewed	July 22
Statement authorised by	Governing Body
Pupil premium lead	Rachael Stone
Governor lead	Henry Yates

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,135
Recovery premium funding allocation this academic year	£ 19,856.25
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	£265,991.25

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

**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
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

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: £211,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of cover teacher	This enables small group tuition by existing, experienced staff. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils with matching books and online resources. <i>Training for all staff</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Purchase of standardised maths assessment tool <i>Training for y1-y6</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £ 60,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm groups	EEF and local authority recommended	1
Additional maths and reading groups led by teachers (see above)	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Maths tuition delivered by Third Space	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Speech and Language Therapy	The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost	1
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: £16,200

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
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

	75% of young people at risk have improved their confidence levels	
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

**Total budgeted cost: £ 287,475**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. 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.

All pupils were given the opportunity to borrow / be given computer hardware.

All families were supported with a school-based foodbank.

Support given to 40 pupils in receipt of PP throughout Lockdown by West London Zone.

Pupils who were struggling at home offered places in school during partial closure.

Speech and Language therapy delivered remotely to those in school and at home.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

### Service pupil premium funding N/A

