

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	383
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	21 – 22 22 – 23 23 - 24
Date this statement was published	December 23
Date on which it will be reviewed	July 2024
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	£226,645
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£50,355
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£277,000

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
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	Interventions within classes SLT and HLTAs to deliver interventions

Improved attendance and punctuality. Improving attendance of key families whose attendance is below 90%	Targeting specific families and holding meetings Regular support from external agencies including Early Help and FCS Deputy Head attending attendance surgery with senior leaders from the bi-borough
To provide emotional support for those in need - support provided for all children referred by staff or parents	Working in partnership with 3 charities: West London Zone Place2Be At the Bus

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: £ 227,000

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

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

Budgeted cost: £38,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm groups 1	EEF and local authority recommended	1
Additional maths and	Small group tuition	2

reading groups led by teachers		
Speech and Language Therapy a moderate impact (+4 months) for a very low cost 1	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
Two 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies	2

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

Budgeted cost: £11,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support provided by partners 'At the bus' provides support small group support for 50 pupils and families Y1-6. Place2Be support 6 pupils 1:1. Place 2 Talk drop in counselling Y4-6	Evidence shows: Children who have social and emotional difficulties in school and at home are now equipped with strategies to better manage their own emotional needs or have the tools to ask for support.	4
West London Zone program	Evidence shows: 82% of young people at risk have improved their mental health. 73% of young people at risk have improved their social skills.	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

Total budgeted cost: £277,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance measures have not been published for 2022 to 2023. Internal data continues to show a significant gap in English and Maths attainment between PP and Other in most year groups.

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