Barlows Primary School Pupil Premium Strategy Statement 2023-2024

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	441
Proportion (%) of pupil premium eligible pupils	22%
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)	2022-2023 **2023-2024** 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024 September 2025
Statement authorised by	Ms. S. Feenan
Pupil premium lead	Mrs L. Kirby-Foy
Governor / Trustee lead	Miss K. Nelson-Everett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-2024)	£108,655.00
Recovery premium funding allocation this academic year	£11,600 Recovery Grant
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£120,225

Part A: Pupil premium strategy plan
Statement of intent

We adopt a tiered approach to the spending of Pupil Premium. This is supported by research from the EEF, Using the *EEF Pupil Premium Guide (September 2023 update)*:

1. **High Quality Teaching**
    Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

2. **Targeted academic support**
    We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

3. **Wider strategies**
    Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

The aim of this strategy is to outline how the Pupil Premium grant will be allocated to support Pupil Premium pupils between for the academic years 2022-2023, 2023-2024 and 2024-2025. This document outlines includes any amendments made to the 2023-2024 strategy based on evidence and research.

Our aim is for all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to combine of short, medium and long-term strategies, in line with wide school development.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant spending. Needs and costs to address different barriers to learning vary and as such we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. We match strategies and interventions to the barrier using available research to support our decisions. This may include school, group or individual strategies

Challenges

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

Challenge number	Detail of challenge
1	**School readiness (low academic baselines on entry into Nursery and Reception, socially and emotionally ready).** Baseline assessments of pupils on entry demonstrate that pupils Communication and Language and Personal, Social and Emotional Development skills are indicating that they are not ready for school. These areas of the EYFS curriculum have a big impact on access to the rest of the curriculum. **Research** An Ofsted survey (2014) identified that 'Too many children start school without the range of skills they need.' And that educational failure starts early for those living in the most deprived areas. Gaps in achievement between the poorest children and their better-off counterparts are clearly established by the age of 5. There is a strong association between a child's social background and their readiness for school, as measured by their scores on entry into Year 1. The key areas of skills include: communication, language, literacy and mathematics. Ofsted - Are you Ready?
2	**Delayed language and vocabulary skills (reading and oral language)** Low attainment in reading and engagement in reading at home. Internal assessments indicate that reading attainment of disadvantaged pupils is below that of non-disadvantaged pupils. In the most recent EYFSP (2022-2023), 44.4% of disadvantaged pupils achieved a Good Level of Development for word reading, compared to 75.5% of non-disadvantaged pupils. In the most recent Phonics Screen Check (2022-2023), 55.6% of disadvantaged pupils passed the check in comparison to 81% of non-disadvantaged pupils. **Research** Hart and Risley (2003) highlight the that there is a strong correlation between the number of words a child comes into contact with on a daily basis and the breadth of their vocabulary. Oxford University Press (2018) add that vocabulary is a huge predictor of how far children will succeed and that reading affords more opportunities for learning new vocabulary. Stahl and Nagy (2006) identify the importance of vocabulary development at the early stages of child's development, highlighting that

		'children with weak vocabularies in the early grades will not be able to take advantage of richer texts due to their lack of word knowledge.' (Stahl and Nagy, 2006:6) Department for Education (2017) highlights the 'word gap' in early language and literacy, and that, "children behind in language development at age five and six are six times less likely to reach the expected level in maths." Save the Children (2005) highlight the importance of developing children's early language skills in order to provide them with the start they need to develop effective literacy skills and read well by the end of Key Stage 2.
3		**Effect of the national COVID-19 pandemic has caused gaps to widen; low prior attainment and increased gaps in learning - Maths** Internal and external assessments indicate that maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils. In the most recent End of Key Stage 2 assessments (2022-2023), 45.5% of disadvantaged pupils reached the expected standard in mathematics, compared to 54.2% of non-disadvantaged pupils. **Research** The Impact of COVID-19 disruptions Attainment gaps and primary school responses. Research Report (February 2022) indicates that disadvantage gaps for primary maths have widened since the onset of the COVID-19 pandemic. The gap has increased from 4% to 17% compared to before the pandemic, which is around one month's progress. COVID-19 Disruptions - EEF.
4		**Low aspiration and limited access to enrichment activities (extra-curricular activities)** Initial responses to uptake of extra-curricular activities indicates highlighted that many disadvantaged pupils do not engage in more academic style Children's University Clubs for example publishing with a writing focus, Maths focussed booster style activities and computational thinking. Lack of funding for school trips and visitors also presents a barrier to broadening pupils experiences. Research from the EEF (2017) indicates a direct link between engagement in extra-curricular activities and attainment in maths and reading. **Research** McCoy et al. (2012) and Wikeley et al. (2007) highlight the relationship between family characteristics and uptake of activities. Canfreau et al. (2016) highlight barriers to accessing activities including transport to venues and equipment. In their research they also found that disadvantaged pupils who participate in after school clubs at primary school have higher KS2 results. "Children can only aspire to what they know exists" (Children's University)
5		**Poor language acquisition and communication skills on entry** Baseline WellComm assessments indicate that pupils enter EYFS with low communication and language skills and are eligible for WellComm intervention.

		In the most recent EYFSP (2022-2023), 77.8% of disadvantaged pupils achieved a Good Level of Development in Communication and Language Skills in comparison to 91.8% of non-disadvantaged pupils. **Research** The EEF research (Educationendowmentfoundation.org.uk, 2016) identifies Oral Language Interventions as having a positive impact of 5 months additional progress within a year. In addition, the EEF Early years Toolkit (2018) identifies Communication and language approaches as having a relatively high impact for low cost (additional 6 months progress). Oxford School Improvement highlight the importance if targeting interventions as early as possible focussing on misconceptions, gaps or weaknesses through regular and accurate assessment. Department for Education (2017) highlights the 'word gap' in early language and literacy, and that, "children behind in language development at age five and six are six times less likely to reach the expected level in maths."
6	**Low vocabulary acquisition across the curriculum** Observations, reading test question level analysis, pupil voice and book looks indicated that retention and application of Tier 2 and Tier 3 subject specific vocabulary is limited. Studies indicate that children's exposure to and use of Tier 2 and Tier 3 subject specific vocabulary is less in disadvantaged families. **Research** Hart and Risley (2003) highlight the that there is a strong correlation between the number of words a child comes into contact with on a daily basis and the breadth of their vocabulary. Oxford University Press (2018) add that vocabulary is a huge predictor of how far children will succeed and that reading affords more opportunities for learning new vocabulary. Stahl and Nagy (2006) identify the importance of vocabulary development at the early stages of child's development, highlighting that 'children with weak vocabularies in the early grades will not be able to take advantage of richer texts due to their lack of word knowledge.' (Stahl and Nagy, 2006:6) Department for Education (2017) highlights the 'word gap' in early language and literacy, and that, "children behind in language development at age five and six are six times less likely to reach the expected level in maths." Save the Children (2005) highlight the importance of developing children's early language skills in order to provide them with the start they need to develop effective literacy skills and read well by the end of Key Stage 2.
7	**Attendance and Persistent Absenteeism** Data from the Using Pupil Premium Guide for School Leaders indicates that absence rates have been 50% higher post pandemic, with disadvantaged pupils demonstrating higher absence rates than their peers. Furthermore it indicates that pupils eligible for free school meals were missing an average of four weeks of school and looked after pupils were missing an average of six weeks in 2022-2023. In 2022-23, school attendance for disadvantaged pupils was 88.5%

		Attendance at school has a direct connection to attainment and pupils' access to high quality teaching, targeted intervention/support and access to wider opportunities. **Research** Sharp et al. (2015) identifies addressing attendance as a key step in pupil progress and attainment.
8		**Increased numbers of pupils with SEND, more complex SEND and Mental Health needs** In the academic year 2022-2023, the percentage of pupils who were eligible for PP and also had a special educational need was 32%. In the academic year 2023-2024, this increased to 35%. The number of pupils with EHCPs has increased from 9 in 2021-2022 to 18 2022-2023 Post pandemic, the school has received an increase in requests for mental health and wellbeing support including an increase in Mental Health Referrals for pupils. **Research** Recommendations from the EEF to support Special Educational Needs in Mainstream Schools state that schools should create a supportive environment for all pupils, without exception and effective deployment of TAs is critical.
9		**Parental partnership (parental engagement, support for home learning)** Pupil / parent engagement in home learning activities including reading parents understand what their child is learning at school and how they can help them outside school together succeed. An increase in attendance at parent sessions and workshops would provide further support and develop home school partnerships. **Research** The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017) Oxford School Improvement report highlight that there is, "good evidence that where schools run courses and workshops which help parents develop the home learning environment, such as Family Literacy and Numeracy…. this can have significant impact on children's achievement." In their report on improving communication, language and literacy in the early years, the Education Endowment Fund (2018) identify supporting parents and carers to ensure they understand how to help their children learn as a key recommendation with a focus on shared reading.

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
Diminish the difference between absence rates of pupils eligible for Pupil Premium and national rates through: • Challenge and support • Communication with parents • Partnership working with external agencies • Active partnership, working between school, attendance, staff and the educational welfare officer to support individuals, families and groups. Punctuality is challenged and supported to improve access to education and support.	An improvement in the attendance and punctuality of pupil with PP who are identified in need of support. The gap between PP and non-PP attendance is narrowed. An increase in the number of PP students achieving 100% attendance each term. An increase in the number of PP students achieving 100% punctuality each term.
For children to achieve a good level of development by the end of Reception through the use of ongoing assessment and through expanding children's learning experiences and provide opportunities to develop pupil's language, communication and social skills.	The percentage of Pupil Premium children achieving a good level of development by the end of reception is closer to or above national.
To diminish the gap between our Pupil Premium children and national Pupil Premium children when working at the expected and higher standard at the end of KS2 through: • Quality first teaching, • The use of ongoing formative assessments, • Measuring attainment at key points each academic year and through statutory standardised assessments in Year 6, • The deployment of research-driven, effective interventions	The percentage of Pupil Premium children achieving the expected and higher standard at the end of KS2 to continue to be above national. The percentage of Pupil Premium pupils achieving the expected and higher standard at the end of each year group to be in line with non-Pupil Premium pupils.
Diminish gaps in phonics knowledge across KS1, and lower KS2 through: • Continue to raise the profile of reading across the school. • Ensure staff are provided with high-quality CPD in relation to raising standards and progress in reading.	The percentage of pupils eligible for Pupil Premium passing the KS1 phonics check in line with non-Pupil Premium pupils.

• High quality intervention and support enables pupils to diminish gaps. • Embedded reading for pleasure strategy across the school.	
Diminish gaps in mathematical knowledge across EYFS, KS1 and KS2 for disadvantaged pupils through: • Raising the profile of maths across the school. • Applying a maths mastery approach to the curriculum, ensuring early identification and intervention is embedded to support those who need it most. • Improve language skills in maths through the maths oracy program as a targeted intervention for those who need it most.	The percentage of pupils eligible for Pupil Premium achieving expected at the end of EYFS, KS1 And KS2 in mathematics is in line with non-Pupil Premium pupils.
Pupils become proficient readers and develop a lifelong love of reading.	Essential early reading skills are targeted through a high-quality systematic synthetic phonics reading program. Targeted support is provided to pupils who need it most through careful tracking and analysis of outcomes and progress. Improved reading fluency. Increased opportunities for pupils to engage in reading for pleasure activities, have access to both the school and local library for both information and Reading for Pleasure. High quality online curriculum linked texts, provide additional opportunities for pupils to engage in reading and be supported through audio notes to ensure every pupil can access a text and is able to experience high quality curriculum information presented in an engaging manner. Pupils develop in enhancing rich vocabulary, which is demonstrated in their own writing and oral responses.

A developed inclusive, setting the caters for the increasing number of students with mental health and well-being needs.	Strengthened and increased capacity of the leadership and support for pupils in need of mental health and wellbeing support. Online and in person signposting systems to support pupils in need of mental health and well-being support.
A developed inclusive, setting that caters for the increasing number of students with SEND.	Increased leadership capacity for SEND. Increased SEND support across the school through an internal outreach model with staff trained in specific aspects of SEND, that are then able to be deployed to support the delivery of specific interventions or support for individual and group needs. Pupils with SEND and PP have greater access to support and intervention aligns with their needs. Development of a nurture base provision enables pupils with PP and SEND to access targeted support, intervention and specific activities matched well to their EHCP. Early identification of SEND through an earlier send advocate enables early intervention and support in order to get pupils off to the best start.
Improved oral language skills and vocabulary amongst disadvantaged pupils unlocking learning in other areas from EYFS to Year 6.	Early language intervention, provides pupils with a good start to early vocabulary acquisition and application. Pupil premium children apply a greater range of Tier 2 and Tier 3 vocabulary to their written work and spoken explanations.
Disadvantaged pupils across the school have access to and engage in a wider range of opportunities, developing their cultural capital, sporting and social experiences and raising aspirations.	Children have access to engage with a range of experiences that increase their cultural capital sporting and social involvement and achievement.
Parents and carers develop their understanding of what their children learn, the opportunities available to them in	Parents understand the ways in which they can support their children at home.

school and how they can support them further at home.	Increased engagement in homework activities.

Increased engagement in parental workshops and school events. |

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: £85,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of high quality, research driven Curriculum with a specific focus on tier 2 and 3 vocabulary and knowledge retention through:

- Professional development for staff
- Release time for implementation and monitoring
- Redevelopment of assessment processes and recording methods
- Resource purchasing – units, knowledge notes and content
- Sing Up music resource
- Curriculum visions resource purchase | CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. Combining these has led to exceptional outcomes for pupils, as a result of coherent curriculum design and instructional teaching.
CUSP Primary Curriculum

The EEF states that fluent writing supports composition by reducing cognitive load during writing activities by freeing cognitive resources from focusing on handwriting, spelling and sentence construction, redirecting the focus to composition.
Improving Literacy - EEF | 1, 2, 3, 5, 6 |
| Opportunities for pupils to engage with professionals from the world of work to encounter and experience the use of specific T3 vocabulary matched to specific professions through:
- career carousels, in person and online visits | EEF research indicates that career education has a positive impact on educational, economic and social outcomes.
Careers Education - EEF | 2, 4, 6, 9 |

• Staff release time to organise career carousels, in person and online visits		
Implementation of high-quality, digital guided reading program through: • Purchase of high-quality, digital guided reading program • Purchase of replacement headphones • CPD for staff • Leadership time to analyse data and implement change	Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. EEF research indicates the importance of the correct reading text difficulty in increasing engagement in reading. Reading Comprehension Strategies - EEF	2, 3, 5, 6
Increase in leadership capacity to drive standards and progress across the curriculum through: • Dedicated teaching and learning leadership responsibility for curriculum • Release time for leaders to undertake and analyse monitoring activities.	The curriculum lead will be in charge of ensuring all staff receive high quality CPD. EEF High Quality Teaching	1, 2, 3, 5, 6
Implement pupil book study through: • Pupil Book Study CPD • Release time for staff to undertake Pupil Book Study • Release time for monitoring of Pupil Book Study • Release time for analysis of Pupil Book Study.	Pupil Book Study is a systematic, research-informed toolkit that supports schools to evaluate the quality of the curriculum alongside teaching and learning. Research is underpinned from evidence from: • Dialogic Teaching – Robin Alexander • Metacognition – EEF Guidance informed further by Zimmerman and Hacker's research. • Sweller's Cognitive Load Theory • Rosenshine's Principles of Instruction • Fiorella and Mayer – Generative Learning model.	2, 3, 5, 6, 8

	• Fletcher-Wood and Zuccollo, 2020 meta-study • Cordingley, P. et al. (2015). Developing Great Teaching: Lessons from the international reviews into effective professional development.	
Implementation and enhancement of high-quality maths scheme of learning and resources which follow a mastery approach. This includes: • Cover in order to release the subject leader to attend briefings/courses to develop their own subject knowledge and disseminate to staff • Providing cover in order for the subject leaders to ensure they can deliver appropriate and effective CPD staff present • Provides cover and opportunity for the maths subject leads to monitor and work with staff to improve implementation • Continue to purchase resources to implement a mastery, maths approach, including books, manipulatives and support materials	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 3, 4
Implementation of DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics	Teaching and Learning Toolkit	EEF	1, 2, 5, 6
Implementation of digital strategy for feedback, assessment and adaptive teaching.	EEF guidance indicates that technology has the potential to help teachers explain and model new concepts as well as increase the accuracy of assessment and the speed at which assessment information is collected. The use of	2, 3, 5, 6, 8

	technology can be engaging and motivating for pupils. EEF Digital Technology Summary of Recommendations	
Release time for staff to attend CPD and costs associated with high quality CPD.	Quality first teaching has the single biggest impact on pupil attainment. Staff engaging in CPD for subject development, leadership and early identification of SEND will enable staff to be fully equipped for the curriculum and the needs of pupils. EEF High Quality Teaching	1, 2, 3, 5, 6, 8

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £19,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of targeted Intervention in Basic Maths Skills implemented before and after school.	The EEF identifies small group targeted tuition as an effective method with moderate cost for moderate impact. Small group tuition	Teaching and Learning Toolkit	EEF	3, 6, 8
Implementation of targeted Intervention in Reading implemented before and after school.	The EEF identifies small group targeted tuition as an effective method with moderate cost for moderate impact. Small group tuition	Teaching and Learning Toolkit	EEF	6, 8
Implementation of targeted WellComm Assessment and Intervention implemented in EYFS	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions	Teaching and Learning Toolkit	EEF	1, 2, 5, 6
Implementation of additional phonics sessions targeted at disadvantaged pupils	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1, 2, 5, 6

| who require further phonics support. | Phonics \| Teaching and Learning Toolkit \| EEF | |

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £15,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Children's University programme including external learning destinations through: • Children's University SLA • external providers of extra-curricular activities • transportation and associated costs for celebration ceremonies.	EEF research shows that pupils engaging in Children's University made an additional 2 months progress in reading and maths. Children's University - EEF	2, 3, 4, 5, 6, 8
Implementation of Positive Footprints Aspirations programme through: • Dedicated leadership time • Programme purchase	EEF research indicates that career education has a positive impact on educational, economic and social outcomes. Careers Education - EEF	2, 4, 6
Employment of EWO SLA from local authority	EEF research indicates that reducing persistent absenteeism in disadvantaged pupils has a direct impact on improving outcomes for this demographic group Attendance - EEF	7, 9

Total budgeted cost: £120,418.00
Pupil Premium Funding: £120,225.00
School Budget Funding: £193.00

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

To be updated by 31st December 2024

Externally provided programmes

Programme	Provider