

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Barwic Parade Primary School
Number of pupils in school	210 Excluding N Nursery
Proportion (%) of pupil premium eligible pupils	54.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Sarah Dixon
Pupil premium lead	Hollie Smith + Sarah Dixon
Governor / Trustee lead	Laura Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,160 + (£2,400 for EYFS)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£ 166,160 + (£2,400 for EYFS)

Part A: Pupil premium strategy plan

Statement of intent

Barwic Parade sits within a large council estate, which is among the 20% of most deprived areas in the country. (IMD rank, 2019) We have above average percentage of pupils eligible for Pupil Premium funding.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI).

All staff and governors at Barwic Parade Community Primary School are committed to ensuring that the 'quality first teaching' we deliver meets the needs of every pupil, so that all can reach their full potential. It is our aim to ensure that barriers are removed so that all our pupils can know and remember more (and indeed do more) in order to maximise their life skills and therefore their life chances.

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally, so that every pupil in our school has the same life chances and can be the best they can be.

The causes of "disadvantage" are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference. We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment on entry to EYFS and KS1: Gaps in early reading and phonics acting as a barrier to pupils accessing the full curriculum and achieving the highest levels of attainment
2.	Assessment, observations and discussions with pupils indicate that pupils cannot remember or talk about what they have been learning (or have previously learned) in the wider curriculum. Pupils struggle to recall important information.
3.	More frequent SEMH difficulties: A number of children have social and emotional difficulties which directly impact on attainment and progress
4	Parental engagement and lack of financial resource to provide children with broad opportunity and life experiences.
5	Attendance and Punctuality issues have increased as a result of the pandemic: The ongoing challenge of securing high levels of attendance and reducing the number of children who are persistently absent
6	Limited life experiences: Many of our pupils have limited life experiences and do not engage in diverse cultural activities outside of school life

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
To identify and accelerate the learning for all children through high quality teaching with particular focus on assessing and closing the gaps for PP pupils	<p>The EEF 5 a day implemented successfully across school.</p> <p>Attainment at least in line with national figures</p> <p>CPD on High Quality Teaching and what it looks like and includes</p> <p>Walkthrus programme to support the teaching and learning experiences of all pupils and ensure high quality teaching in all areas</p> <p>Robust assessment at the start of Autumn term to accurately identify gaps in children's learning and to plan for a successful programme of intervention to close the gaps – all teachers to be clear on who is eligible for PP funding and clearly target those Monitor closely those</p>

	<p>pupils who experience multi-disadvantage and ensure needs are met through a range of differentiation and intervention</p> <p>Regular monitoring of planning, books and lessons will ensure that assessment data is being employed to identify and plan for PP children</p>
Improved achievement of those receiving support for social/emotional difficulties with Pupil Premium funding used to best effect	<p>Attainment at least in line with national figures</p> <p>Thrive Intervention specifically targeting PP children with social/emotional needs</p> <p>More children supported by Thrive programme</p>
All teaching across school consistently good and frequently outstanding with appropriate challenge for all pupils	<p>Challenge observed in lesson observations and 'drop-ins'</p> <p>Challenge evident in books and planning</p> <p>Clear feedback for PP children to ensure that they are addressing misconceptions and levelling up their work</p> <p>Planning considers the differentiation needed to diminish the gap between PP children and their peers</p> <p>Effective use of Walkthrus to deliver teaching and support learning</p>
Additional needs met through a programme of targeted intervention and support with particular attention paid to PP children who are not at ARE	<p>Additional needs are identified early so that appropriate intervention and support can be put into place without delay</p> <p>Liaison with external agencies will happen without delay</p> <p>PP pupils with additional needs will make progress in line with or at a great rate than their peers</p>
To broaden pupils life experiences and cultural capital to become educated citizens of the world and raise aspirations	<p>Strong programme of enrichment activities take place linked to Barwic Globetrotters</p> <p>Pupils will be aware of a wide range of career and recreational opportunities available to them</p> <p>Parents attend events and share in their child's achievements.</p> <p>Planners show children are reading at home and parents are supporting.</p> <p>Parents feel more confident to support their child through attendance at information evenings.</p> <p>Pupils are invited to participate in all after school club activities.</p>
Increased attendance rates of PP children across school and a reduced gap between PP and non PP pupils.	<p>School early help support for families struggling with attendance.</p> <p>Termly attendance reports by Attendance lead show improved attendance.</p>

	<p>Action plans for families struggling show improvement.</p> <p>PP children attendance in line with non-PP due to new strategy put in place by attendance lead.</p>
<p>Improved oral language skills, vocabulary and recall of knowledge among disadvantaged pupils</p>	<p>Address misconceptions and obtaining prior knowledge through recall, AFL, and metacognition to ensure that strong foundations to be built upon.</p> <p>Improved oral and language skills and vocabulary among PP pupils is used to recall prior learning and knowledge.</p> <p>Teachers are planning for and providing opportunities within the curriculum for children to recall and present learning and previous knowledge.</p>

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: £ 78,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> • Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching. • Staff development and quality CPD <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> • Feedback - to ensure that the feedback provided to all pupils is instant and effective. • Pre teaching – to continue • Metacognition strategies used within all lessons, <p>Phonics teaching in EYFS/Y1 – whole class approach. Keep up not catch up.</p>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>Feedback (+6 months – EEF Toolkit) EEF</p> <p>Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Metacognition and self-regulation strategies (+7 months – EEF Toolkit) EEF</p> <p>Phonics (+5months) EEF toolkit</p>	<p>1 and 2</p>
<p>Monitoring of all teachers to improve pedagogy using Teaching Walk-Thrus training programme and ensure its fully embedded in teaching.</p>	<p>Quality first teaching ensures vast majority of pupils do not require any longer-term interventions in order to catch-up or close the attainment gap</p> <p>EEF Maximising learning document</p>	<p>1,2,5 and 6</p>

	Feedback (+6 months – EEF Toolkit) EEF	
<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> • Using the Barwic Globetrotters as a golden thread to run through our curriculum. - Special days linked to a country - Visits and visitors to enhance the curriculum. - Subsiding trip and events for all pupils to increase participation. . - After school sport and music clubs to support development. 	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+1 months – EEF Toolkit)</p>	1,2,5 and 6

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

Budgeted cost: £ 44, 179

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement and embed the NELI programme into Reception to support children with improving spoken language skills.	NELI programme EEF (+4months)	1,2 and 6
<p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> • Extra group work with teachers or TAs • Daily reading sessions with an adult. • Reading intervention groups to be run for any pupils who are falling behind 	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Teaching assistant interventions +4 months (EEF toolkit)</p>	1,2,5 and 6

<ul style="list-style-type: none"> • Extra small group support will be provided to all Rec and Year 1 pupils in phonics • Additional catch up sessions after school for targeted pupils 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 43,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the Thrive Approach into whole class provision and as an intervention. Embed and ensure continuous training for members of staff who are 'Thrive' specialists in school.</p>	<p>Thrive uses targeted approaches to respond to and support children's varying and often complex social and emotional needs. Thrive approaches are used in daily targeted group sessions and on a one-to-one basis with the aim of encouraging healthy emotional and social development. They are also embedded into wider curriculum opportunities/additional PSHE provision at whole class level.</p> <p>There is also extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Social and emotional learning + 4 months (EEF Toolkit) EEF</p> <p>Behaviour strategies +4 months (EEF Toolkit) EEF</p>	2, 3 and 5
<p>Embed a system for challenging and supporting families with attendance issues and those at risk of persistent absence:</p> <ul style="list-style-type: none"> • External services used to support attendance procedures • Regular attendance meetings 	<p>NFER / DfE recommendations November 2015 include attendance.</p> <p>The severe negative effect of absence poses a particularly high risk for disadvantaged pupils, who typically have lower rates of attendance and whose families have indicated that they would be substantially less likely to send their child back to school if given the choice (IFS 2020)</p> <p>Parental engagement +4 months (EEF Toolkit) EEF</p>	1, 2 4 and 5

complemented by termly attendance reports		
Financial support with clubs/trips/breakfast club	All children have the same enriching opportunities Children are ready to learn and arrive at school on time	1,2,4 and 5
To implement OPAL play to support more engaging and creative play, developing collaboration and team work, resilience and risky play.	https://outdoorplayandlearning.org.uk/research-and-evidence/ There has been a body of research into the effectiveness of OPAL play and its impact on children's Social and Emotional and Mental Health.	3

Total budgeted cost: £ 166,029

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 2021 to 2022 academic year.

Review Year 1

The Covid pandemic from March 2020 led to national tests being cancelled in July 2020 and there is therefore no national data. Our internal assessments during 2020/21 highlight the impact of partial school closures upon our pupils across all key stages. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils despite us prioritising them for places in key worker school. A high level of parental anxiety contributed to the reluctance to attend face to face schooling during lockdown, particularly in Lockdown (Summer 2020). We were able to quickly get learning online using Google Classroom however there was a high level of disengagement particularly from the disadvantaged pupils. A robust system of calls home and 1:1 online work helped to boost some levels but this was not across the board.

Internal baseline assessments were carried out in September 2021 to gauge the impact of disrupted teaching and online learning. We confirmed that a large percentage of children were not at ARE and that stamina for learning has been lost. Through robust planning, teaching and assessment as well as this Pupil Premium strategy we aim to accelerate the progress of all our learners and particularly the disadvantaged. We will continue our work, started pre Federation, on aligning our schools and promoting high quality teaching and learning for all as well as supporting the emotional wellbeing of all our pupils.

Review Year 2

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system

and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is the ongoing impact of COVID-19, alongside challenges mentioned throughout our strategy statement, including parental engagement and attendance.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Although we have lower attainment on entry to EYFS and KS1 and gaps in early reading and phonics acting as a barrier to pupils accessing the full curriculum. We have begun to see improvement with a real phonics on phonics and early language development. All staff are confidently trained in our bespoke phonics programme and we have a consistent approach to this. We know these two things collectively can enhance up to 9 months' progress and have seen rapid improvements with all children although. there is still a gap between disadvantaged pupils and non-disadvantaged pupils.

We have had a real focus on CPD, and all staff have been accessing high quality CPD through the 'Walkthrus' books. We know that high quality teaching has the most impact on disadvantaged pupils, and we have been using this to drive our CPD forwards. Staff all have coaching partners and support each other with this.

Review Year 3

Our internal assessments and our end of Key stage 1 and 2 performance data during 2022/23 suggested that the performance of disadvantaged pupils was good, however not enough to bring our pupils in line with national expectations.

- In Year 1, PP pupils achieved 64% at ARE in Reading, 29% at ARE in Writing and 57% at ARE in Maths. However, our progress data shows that: 86% made expected or above expected progress in Reading, 57% made expected or above expected progress in Writing and 86% made expected or above expected progress in Maths.
- In Year 2, PP pupils achieved 21% at ARE in Reading, 29% at ARE in Writing and 43% ARE in Maths. However, our progress data shows that: 77% made expected or above expected progress in Reading, 85% made expected or above expected progress in Writing and 77% made expected or above expected progress in Maths.

- In Year 3, PP pupils achieved 53% at ARE in Reading, 29% at ARE in Writing and 47% at ARE in Maths. However, our progress data shows that: 69% made expected or above expected progress in Reading, 85% made expected or above expected progress in Writing and 77% made expected or above expected progress in Maths.
- In Year 4, PP pupils achieved 42% at ARE in Reading, 16% at ARE in Writing and 37% at ARE in Maths. However, our progress data shows that: 71% made expected or above expected progress in Reading, 65% made expected or above expected progress in Writing and 71% made expected or above expected progress in Maths.
- In Year 5, PP pupils achieved 24% at ARE in Reading, 18% at ARE in Writing and 29% at ARE in Maths. However, our progress data shows that: 53% made expected or above expected progress in Reading, 86% made expected or above expected progress in Writing and 60% made expected or above expected progress in Maths.
- In Year 6, PP pupils achieved 55% at ARE in Reading, 29% at ARE in Writing and 65% at ARE in Maths. However, our progress data shows that: 73% made expected or above expected progress in Reading, 73% made expected or above expected progress in Writing and 80% made expected or above expected progress in Maths.

In EYFS, 74% of children achieved GLD in 2023. This is above Local Authority at 70.3% and National at 67.3%. 15/27 children are in receipt of pupil premium. 66.7% of pupil premium achieved GLD. PP children who did not achieve GLD will be targeted for intervention in Year 1, with key areas of development being: writing, speaking and word meaning.

Phonics continues to be a strength in KS1. A priority for the next academic year is to ensure that the new phonics lead undertakes CPD and carries out rigorous monitoring to ensure that we maintain high standards and fidelity to our scheme.

Our key areas of focus regarding the EEF Walkthrus training programme have included:

- Explicit explanations and backwards fading.
- Cognitive and meta cognitive strategies.
- Scaffolding.
- Flexible grouping.
- Using technology.

The purpose was for all teachers to develop these strategies throughout their teaching with a vision of improving their practice. This continues to be an area of focus. Monitoring will take place to identify which strategies are embedded effectively and

which strategies remain an area of development. PP children should make better progress as they are able to access high quality teaching.

Attendance for the academic year 2022/23 sits at 91.7% for PP children compared to 95.2% for non PP children. The gap was 3.5%, which was lower than the previous academic year which stood at 4.1%. Therefore, this gap is steadily closing through more direct work with families to support good attendance routines. Our attendance report for 2023/24 outlines our whole school policy, including increased monitoring and targeted intervention strategies. PP attendance will continue to be an area of focus for the new academic year.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.