



2021-22 Pupil Premium Strategy Statement

At Barley Lane Primary School, we ‘Believe in ourselves, Learn together, Persevere and Succeed’. We believe that all children should be the best that they can be and tailor teaching to meet the needs of all pupils. We believe that all children should make excellent progress regardless of their gender, ethnic background, culture or family income.

The Department for Education has issued the Pupil Premium funding for pupils:

1. who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1345 per child)
2. who have been continuously looked after for the past six months (£2345 per child)
3. whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

All children in school are assessed three times per year and their progress is monitored carefully. Any children that are not making the expected progress, or deemed to be at risk of falling behind will be supported in a variety of ways. The Pupil Premium funding has ensured that, as a school, we can provide a variety of opportunities, strategies and interventions that are identified below.

As a school, we monitor the impact and success of these strategies so that we can decide on which strategies to continue and which ones to adapt.

Deprivation: IDACI (2021): 65% of pupils are in the lowest 50% for deprivation. 98% of our pupils are in the lowest 60%. However, our Pupil Premium numbers do not reflect this.

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1. Summary information					
School	Barley Lane Primary School				
Academic Year	2021-22	Total amount of PP received	£131,810	Date of most recent PP Review	29/9/21
Total number of pupils	871	Number of pupils eligible for PP	98	Proportion of Pupils that are PPG funded at Barley Lane	11.25%
Date for next internal review of this strategy					June 2022

2. Attainment for end of KS2				
	2018-19 (Last statutory data)		2020-21 (teacher assessment)	
	All pupils	Disadvantaged pupils (17)	All pupils	Disadvantaged pupils (18)
% achieving expected standard or above in reading	81	78	72%	63%
% achieving expected standard or above in writing	94	94	85%	78%
% achieving expected standard or above in maths	91	94	77%	52%
% achieving expected standard or above in reading, writing and maths	77	72	62%	48%
Attainment for end of KS1				
	2018-19 (last statutory data)		2020-21 (teacher assessment)	
	All pupils	Disadvantaged pupils (8)	All pupils	Disadvantaged pupils (8)
% achieving expected standard or above in reading	80	63	59%	50%
% achieving expected standard or above in writing	71	50	54%	57%
% achieving expected standard or above in maths	79	88	58%	50%
% achieving expected standard or above in reading, writing and maths	70	50	46%	29%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Ensuring the highest quality teaching and use of personalisation within a large school context
B.	Children’s knowledge of vocabulary and early literacy skills. A large proportion of children start at Barley Lane in the Foundation Stage with little or no English. Compared to previous years, the current cohort has presented with very poor social and emotional skills.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Limited access to enrichment activities outside of school compared to non-disadvantaged children
D.	Self-belief, self-regulation, resilience and metacognition skills need developing

E	Disruption to learning and the social and emotional impact of the COVID19 pandemic	
F.	Attendance rates of disadvantaged children (academic year 2020-21 was 91.59% compared to whole school of 92.97%)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> To continue to improve the quality of teaching so that there is high quality teaching and learning in every class. To ensure all teachers have high expectations for all pupils and that they can access all lessons To raise the attainment and progress of disadvantaged pupils in all subjects: To ensure that the difference between disadvantaged and non-disadvantaged pupils diminishes To support individual learning needs to ensure that all children achieve their full potential, through tracking children's progress, targets and attainment 	<p>Monitoring cycle is embedded in the school and led by SLT, YGLS and governors</p> <ul style="list-style-type: none"> Book scrutiny of children's work Learning walks Lesson monitoring <p>Monitoring identifies CPD need CPD arranged for staff Impact of CPD monitored as part of cycle Quality first teaching in all areas of school judged to be good or outstanding Tracking schools impact on pupil progress through regular assessments and pupil progress meetings</p>
B.	<ul style="list-style-type: none"> To embed the teaching of phonics in the Early years and KS1 and to support this learning in KS2 To address the vocabulary gap that is evident in disadvantaged children To ensure language and communication opportunities are rich and varied in the Foundation Stage to promote early language development, vocabulary, spelling and writing. Every classroom is a language rich environment promoting new vocabulary for specific subjects, texts and topics 	<p>Previous outcomes analysed and patterns identified and addressed Areas for CPD identified and arranged for staff Tracking through 2021-22 will show impact on progress of children Interventions planned to address the children's individual needs Children have ample opportunities to develop spoken English and phonic knowledge Children's attainment and progress improves and the gap between pupil progress and all pupils diminishes Disadvantaged children become more confident learners New children settle quickly into school life and begin to make progress quickly New children are confident speaking in English and are learning new vocabulary linked to what they are learning in class All children can achieve well in spelling Word Aware strategies are used in all classes</p>
C.	<ul style="list-style-type: none"> Provide wider learning opportunities through visits, visitors and other learning experiences To provide funding for instrument lessons To provide funding for after school clubs and any equipment needed for these clubs 	Disadvantaged children will have access to a wide range of enriching activities both in and out of school.

		<p>After school clubs will be attended by an increased number of disadvantaged children</p> <p>Giving disadvantaged children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-disadvantaged children. This in turn can have impact on the quality of their academic work.</p>
D.	<ul style="list-style-type: none"> • Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them. • Through the school curriculum opportunities are plentiful for the children to experience learning metacognition strategies. • The promotion of school values, especially resilience 	<p>Disadvantaged children make better progress in reading so that their writing is influenced by this</p> <p>Disadvantaged children achieve in line with non-disadvantaged children.</p> <p>Children are able to talk about strategies for learning</p> <p>KS1 and KS2 data shows good progress</p> <p>Quality of T&L judged as good/Outstanding</p> <p>The school/national progress gap is closing</p> <p>Progress in books is evident</p>
E.	<ul style="list-style-type: none"> • To support the children's learning, social and emotional needs post Covid • To regularly review and update the school's curriculum, based on analysis of gaps in learning and revisiting areas of the curriculum that may not have been covered in sufficient detail • To ensure that the recovery curriculum is inclusive and meets the needs of individual children • The School Improvement Plan demonstrates a commitment to improving the learning opportunities where gaps are identified (currently SEND and reading are key areas of focus) 	<p>To develop confidence in disadvantaged children to try new things; answer questions and share in class</p> <p>Social skills are developing in all children</p> <p>ELSA team are working with all children that need to have this intervention and this improves their emotional well-being</p> <p>The curriculum is reviewed, updated and adapted regularly so that it meets the needs of the children in the class.</p> <p>Gaps in the attainment of disadvantaged pupils and non-disadvantaged pupils diminishes.</p>
F.	<ul style="list-style-type: none"> • To improve the attendance of disadvantaged children 	<p>To continue tracking children's attendance rates, ensuring when absences are not reported that this is followed up</p> <p>To encourage good attendance through attendance awards</p> <p>To continue to track disadvantaged children's families with the EWO.</p>

5. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the quality of teaching so that there is high quality teaching and learning in every class.	<p>High quality CPD</p> <p>Planning support from LA advisers</p> <p>Planned, tracked interventions in place</p> <p>YGL non-contact time to support Year group colleagues</p> <p>Peer observations</p> <p>Team teaching support from SLT and peers</p> <p>Target specific children for support</p> <p>Implementation of the ECF</p> <p>CPD for ECT, NQT and RQT</p>	<p>This means that school need to focus on ensuring consistency of QFT throughout the school.</p> <p>Being part of Local Authority networks, such as the Seven Kings Teaching Alliance and the Enthusing Leaders Network means that a range of teachers have access to training in a variety of forms (e.g. Year group forums, Recently Qualified Teachers, Middle leader training). This training will be shared with the Year group when back in school</p> <p>Through the school's local SPG, opportunities available for subject leaders to meet and share good practise with other local schools.</p> <p>LA and external training for a wide range of teachers then to be brought back into school and shared</p> <p>Following Pupil progress meetings, children who need support to be identified by Class teachers and Year Group leaders and the support needed identified. Interventions to be planned</p>	<p>CPD for staff – weekly school-based Inset, visitors and off-site training</p> <p>Development and review of school approach to teaching through the book-based curriculum and updating the texts in line with the diversity focus within school.</p> <p>Development of school maths planning and teaching through embedding the White Rose Maths Hub support scheme</p> <p>School planning format developed and used, including challenge for the more-able children and support for lower attainers</p> <p>Tracking shows impact of QFT</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Curriculum sequences developed in Year groups, ensuring that all</p>	<p>HT</p> <p>DH</p> <p>AH</p> <p>YGL</p>	<p>July 2022</p>

			children are included and have more access to the classroom curriculum.		
To raise the attainment and progress of disadvantaged pupils in all subjects: To ensure that the difference between disadvantaged and non-disadvantaged pupils diminishes	<p>Through quality first teaching</p> <p>To allocate additional staff to work with pupils at risk of falling behind or not making the expected progress</p> <p>To set up interventions in all year groups</p> <p>To provide supervised Lexia sessions before and after school</p>	<p>The most effective support is that of the class teacher so supporting the children within the classroom environment and through quality first teaching is vital.</p> <p>Pre-teaching where possible will be put in place for some children</p> <p>Trips and visits/visitors to the school will be increased to extend the number of opportunities for disadvantaged pupils</p> <p>Training will be provided for the staff delivering the interventions.</p>	<p>CPD for staff</p> <p>Development of school approach to teaching through cross-curricular teaching, including the book-based approach and the 'big question'.</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Focus on school development plan woven into performance management targets for staff (Reading and SEND)</p> <p>PP children tracked specifically through Pupil progress meetings</p> <p>Training to include strategies for developing the PP children's knowledge and understanding through widening their experiences</p>	HT DH – CK YGL	July 2022

<p>Improved outcomes for all pupils in receipt of PP in Maths and English</p>	<p>Provision of high-quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.</p> <p>Strategies to accelerate the progress of targeted groups i.e.: pre-teaching / verbal feedback/ interventions</p> <p>Opportunities for in-school and across-school moderation</p>	<p>Investing some PP in longer-term change, which will help all children. An effective way to improve attainment is using high quality feedback. This is a suitable approach, which can be embedded throughout school.</p> <p>In KS1 the gap between the PP and all children is widest in reading (10%) followed by maths (9%), so a focus for these children in primarily reading and maths interventions.</p> <p>In KS2 the gap between the PP and all children was very wide in maths (23%) followed by science at 20%. Reading and writing had a much smaller gap of 7% and 6% respectively. However, the percentage of PP children making the expected level of progress (or more) was 84% in reading, 92% in writing and 76% in maths</p> <p>For the current Year 6, the gap is widest in reading (15%) and since this is a target on the SDP, there will be opportunity to provide targeted CPD and support for these children.</p>	<p>Use of staff meetings & Inset days to deliver training.</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Data tracking at each Checkpoint</p>	<p>DH – VB DH – CK</p> <p>Data Manager</p>	<p>July 2022</p>
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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To embed the teaching of phonics in the early years and address the vocabulary gap.	<p>Updated phonics training for Foundation Stage and KS1 staff</p> <p>Phonics group teaching across year groups including Y3 children who didn't pass the test</p> <p>Investment in new Phonics resources</p> <p>CPD – based on oracy and the application of phonics to writing</p> <p>CPD – based on teaching early reading and developing a love of reading</p> <p>Planning to meet the needs of a language curriculum e.g. vocab focus during reading time</p> <p>To implement the new Early Years Framework</p>	<p>The percentage of children achieving age related expectations in Y2 phonics at KS1 is in line with the National average from 2019. However, the percentage of children achieving age related expectation is low (59% in reading and 50% of the 8 PP children). The figures are similar in writing (54%) and maths (58%); PP writing at 57% and PP maths at 50%.</p> <p>Writing at Greater depth is a concern for the school at KS1, as it is significantly low, especially in writing (1%), maths at 8% and reading at 12%.</p>	<p>Training in EYFS and KS1 will be followed up by observations, identifying if further support is needed.</p> <p>New staff to the phase will be given external phonics training</p> <p>Adapting the curriculum to meet children's interest</p> <p>Plan 'in the moment' and assess outcomes for individuals</p> <p>Continued development of school approach to teaching through the book-based curriculum</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Pupil progress reviews • Lesson monitoring <p>Focus on school development plan woven into performance management targets for staff</p>	<p>DH – VB</p> <p>AH – AB</p> <p>YGL</p> <p>KS1 English Lead</p>	July 2022

III. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To provide wider learning opportunities through visits, visitors and other experiences</p> <p>An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints</p>	<p>School to use some PP funding to provide places in after school clubs and school trips. School to provide certain equipment such as PE kits.</p> <p>School to signpost other funding</p>	<p>PP children do not always have the same opportunities outside of school to experience the real world. For example, visits to places of interest, sporting venues, theatre etc. so providing these within and through school activities gives them the opportunity to then share with peers who are likely to have had those experiences</p> <p>Regular attendance at clubs & being properly equipped is an issue for many pupils eligible for PP.</p> <p>Through enriching the curriculum, we aim to provide at least one visit per term including a visit to a place of worship.</p>	<p>Ensure Year groups plan a visit every term in line with their current topic/ big question.</p> <p>Ensure visits are planned well in advance and are worthwhile and exciting for the children.</p>	<p>DH – CK</p> <p>YGL</p>	
<p>Pupils are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.</p>	<p>Creating a positive mind set towards being the best that they can be</p> <p>Positive rewards and opportunities to share good work with SLT</p> <p>Emotional support with Behaviour team</p>	<p>Pupils are not always able to set themselves targets or to judge themselves if work is challenging.</p> <p>The number of families experiencing financial hardship has increased and this is having an impact on the children’s emotional well-being.</p>	<p>School values embedded through assembly and class circle times</p> <p>Quality marking & feedback. Staff training through staff meetings.</p> <p>Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p>	<p>HT DH AH SENCo YGL</p>	<p>July 2022</p>

<p>To support children's learning, social and emotional needs post Covid</p>	<p>Funding to support the 'Reach Out' programme</p>	<p>A transitional programme to support Year 6 pupils in the preparation for their transition to Secondary school. The programme supports their emotional well-being and helps them to access and process their feelings and emotions. The children receive on-line training after school and have been allocated an individual mentor.</p>	<p>Children will access the programme after school and feedback will be taken from the mentors.</p> <p>Pupil conversations will demonstrate the level of engagement</p>	<p>DH – VB Pastoral Manager</p>	<p>July 2022</p>
<p>To review and update the school's curriculum</p>	<p>Review the curriculum, plan for teaching gaps in learning and develop inclusivity and diversity within teaching so that it is embedded.</p> <p>Develop outdoor learning, promoted by a newly appointed Outdoor Learning Lead</p> <p>Financial support for PP children towards the Year 6 residential visit</p>	<p>Year Groups to review their curriculum and identify gaps in learning. Detailed plans are made for the objectives that need revisiting in the subsequent year group before learning can move on.</p> <p>Subject leaders to collate this information and monitor how well teachers manage to implement the missed learning.</p>	<p>Monitor attendance at clubs</p> <p>Regular invites to trips and visits throughout the year, so that opportunities are maximised.</p> <p>Tracking of PP children's attendance and participation in clubs, visits and the residential visit in Year 6</p>	<p>DH – CK YGL Extended Schools Lead</p>	<p>July 2022</p>

6. Review of expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

iii. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) Cost
To raise the attainment and progress of disadvantaged pupils in all subjects:	HLTAs and non-class-based teachers provide support and guidance for PP children and to work with smaller groups of children for academic, social and well-being development (in conjunction. With the Catch-Up premium)	<p>Due to the additional lockdown in the last academic year and the ongoing effects of the pandemic, the impact on all pupils, especially disadvantaged pupils has been vast. Parents of disadvantaged pupils are generally less equipped to support their child's learning at home and may have had difficulty with sourcing adequate electronic devices in the first instance. When school was able to provide laptops, using the PP funding, remote learning was far more accessible. Following the return to school in the autumn, many classes needed to isolate and these laptops were invaluable for some of our disadvantaged families.</p> <p>Due to staffing issues, organisation of Bubbles and difficulty in availability of supply teachers, additional staff were often diverted to class cover for absence. It was important to provide consistency and quality first teaching for the whole class.</p>	<p>This approach will continue in 21-22 with a focus on attainment in Early Years and Key Stage 1</p> <p>Social groups to continue with Learning Support Assistants who have had specific training.</p>
	Funding for training members of teaching staff to improve the quality of their teaching	CPD is a vital part of raising the profile of teaching and learning. The SDP focus for this academic year is primarily geared towards raising standards in reading. This will then impact on the attainment in writing.	<p>Training is one of the most effective ways that leads to improvement in the quality of teaching and learning. Further training opportunities through leadership networks and LA were implemented for a range of staff including RQTs and will be continued in 2021-22. Support from outside colleagues (for example the SPG) with improving the quality of teaching and moderation of work.</p>
To support the children's learning, social and emotional needs.	Social and emotional well-being to support children 1:1	Many children have received valuable whole class support through Circle times, PSHE lessons and some of the activities provided as part of the wider curriculum. Individual support has been put in place for identified children with the ELSA team. A dedicated space has been made available in order for this to take place regularly.	This is an area that will need constant review, as there are many children suffering anxieties etc as a result of the pandemic. Individual children are supported by class teachers and the staff in the office have been essential in getting some of the children into school

			and class, whilst being understanding and showing great empathy.
	Funding for training members of the SEMH team to support children's emotional health and well-being. (ELSA)	To continue to provide training and supervision sessions for the ELSA team is vital. The resources will need updating and regularly replenished. The children who receive the support have become much more confident and will open up more freely to members of staff.	ELSA training has proved invaluable and has had an impact on the children that have accessed it. The appointment of an additional staff member for the afternoon sessions was required and the staff have a full timetable with additional children who could also benefit. Some children have been signed off
	Funding for places in after school clubs	Unfortunately, due to the pandemic and keeping the children in year group bubbles, clubs after school were put on hold to avoid the spread of Covid.	This is a vital tool for disadvantaged children and will be continued into the next academic year. It is also vital to address the issue of healthy eating and weight gain through inactivity during lockdowns.
	Financial support for disadvantaged children to attend trips and visits.	Again, there was a lack of visits out of school, due to the pandemic. However, staff worked tirelessly to access on-line resources, workshops and virtual visits to provide some of the experience for the children. Some of the PP funding subsidised some of these events (eg art workshop in Y6)	Trips and visits are much more valuable than on-line experiences but in the light of restrictions, it was decided that on-line and virtual experiences were better than none and the children thoroughly enjoyed them.
	Develop outdoor learning	A proportion of the school's budget has been spent on developing the outdoor areas for use by the children. The field in the infant playground has been increased in size and new fencing erected; the Jungle Gym has been replaced by the Trim Trail. The fencing at the front of the school building has been removed to provide an additional outdoor space for the Y4 children.	Further plans have been made to continue this development. An action plan has been drafted and further funding will be allocated to the development of an out-door classroom and maximising the use of school grounds for out of class learning.
To address the vocabulary gap that is evident in disadvantaged children.	All classrooms are language rich	Through the development and adaptation of the curriculum, we made vocabulary a key element of all lessons. Children have access to the Word Aware strategy of learning new words and key vocabulary is shared as a pre-teaching tool. All classes have word of the week and learning walls dedicated to rich and topic-based vocabulary	The gaps identified by teachers in the children's learning in the summer term include communication and language skills. Giving the children the opportunity to talk and develop their spoken language is key to the improvement in their reading, writing and general language acquisition.
	Phonics training for Foundation stage and KS1	Phonics training was key and the school invested in a Phonic tracking system. The government were aware how delayed some children's understanding of phonics had become and so the phonics test was delayed to November when children started in Y2. Therefore, phonics remained a key focus of the school.	Since children in the Early Years and Key Stage 1 have missed out on a lot of their early reading skills, including phonics, it is essential that we now provide excellent quality phonics and reading teaching to support the children's development, ensuring that all children enjoy reading and the large majority achieve age related expectation.

