

Pupil premium strategy statement – Barley Lane Primary School 2023-24



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	825
Proportion (%) of pupil premium eligible pupils	14.7
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	17-11-23
Date on which it will be reviewed	30-9-24
Statement authorised by	
Pupil premium lead	Camille Knight
Governor / Trustee lead	David Backhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176,055
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>	£ 8,773
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>	£ 184,828

Part A: Pupil premium strategy plan

Statement of intent

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 high quality of teaching and learning is at the heart of our intent, with high expectations for all children. Vulnerable children, such as those with a social worker will have access to high quality provision, regardless of whether they are disadvantaged or not. Our intention is also to ensure that the non-disadvantaged children's attainment will be sustained and improved alongside their disadvantaged peers.

All children in school are assessed three times a 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 in this document.

In line with our curriculum policy, we aim to provide experiences for all of our children that develops their cultural capital. Enrichment activities include trips, visits and visitors and school uses some of the funding to enhance these experiences.

As a school, we monitor the impact and success of these strategies so that we can decide which are the most effective to continue to use.

Challenges

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

Challenge number	Detail of challenge
1	When children join in Reception, many of them have not been in a pre-school environment. They lack the social skills to settle into routines quickly and there are an increasing number of children with attachment issues.
2	Baseline assessment tells us that disadvantaged children are entering school at a lower level than their peers in all areas.
3	Assessments, observations and discussions with pupils indicate under-developed oral language skills and gaps in vocabulary amongst disadvantaged pupils across the whole school.

4	Assessments show that disadvantaged pupils who speak English as an additional language have greater difficulties with phonics than other pupils. This has an impact on their ability to learn to read.
5	Whole school data shows that the gap between disadvantaged and non-disadvantaged children is widest in maths.
6	Disadvantaged children have limited access to enrichment activities outside of school compared to non-disadvantaged children. Some families have an over-use of electronic devices.
7	Economic factors in recent years have severely impacted our disadvantaged families as the cost of living has increased dramatically. Some families are dependent upon charity support and foodbanks.

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
Improved provision in the EYFS in order to develop social and communication skills	Ample resources are available in the EYFS, especially outdoor area Children are able to communicate and use social skills well
Improved oral language skills	Assessments and observations to indicate a significant improvement in oral language, especially for the disadvantaged children. This should be triangulated with engagement in lessons, book scrutinies and ongoing formative assessments
Knowledge of phonics develops leading to improved reading	The percentage of children achieving the pass marks in phonics increases. Disadvantaged children develop a love of reading and they are able to read a range of books independently.
To narrow the gap in maths, so that disadvantaged pupils achieve better in maths	Children have increased confidence within maths including real-life maths, problem solving and reasoning.
Improved enrichment activities for disadvantaged pupils.	An increased number of extra-curricular activities are available to all children. An increased number of disadvantaged children attend new clubs and enrichment activities. All children will be able to take part in trips and visits despite their financial ability.
To improve the well-being of disadvantaged pupils and their families	Well-being for children improves so that children are happier and come to school enthusiastically. Student voice, parent voice and teacher observations will show that children's well-being has improved A significant increase in the uptake and participation of enrichment activities, particularly amongst disadvantaged children.

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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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school staff training focused this year on vocabulary and opportunities to increase oracy within lessons	Evidence has proven that Quality First Teaching has the biggest impact on children's learning.	1, 2, 3
Release time for teachers new to year group to observe high quality teaching	Following observations, teachers will highlight elements of good practise that they will then feed in to their own teaching	1, 2, 3, 4, 5
Attendance on specific training outside of school	Relevant training selected and pin-pointed to key members of staff; this information will then be disseminated to all teaching staff	3, 4, 5
Training for Foundation Stage team to develop free-flow style of teaching	Evidence has proven that this style of teaching increases the children's investigative skills, leading to increased learning and independence	1, 2, 3, 4
Investment in resources to support phonic teaching and learning – Little Wandle license, additional books and resources for teaching.	Little Wandle has successfully been implemented over the past 5 terms across all of the Foundation Stage and Key Stage 1. Observations of teaching have shown the success of this resource.	3, 4
Investment in practical resources for the EYFS, especially outdoor area	Providing a wider range of learning opportunities has proven to enhance the children's learning experiences and thus their independence	1, 2
Retaining experienced proven teaching staff to provide consistently high-quality teaching and learning	High Quality First teaching is the most valuable resource for all children including disadvantaged children. All staff continue to receive refresher training within school.	All

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in additional licenses for the Lexia reading programme and the Doodle Maths programme	Monitoring of the children receiving this support has shown a development in their reading and subsequently writing. There is an assessment tool that teachers can access, pinpointing their children's strengths and areas for development and specific gaps in their reading ability.	3, 4, 5
Additional pay for staff to deliver sessions before school	Time provided by staff to attend Lexia and Doodle sessions have proven to be really successful and attendance is good	4, 5
Funding for Y5/6 intervention teacher (in conjunction with the School-led tutoring fund)	Smaller group sessions where the children are receiving bespoke teaching will have the greatest impact on their learning. Gaps are quickly identified and addressed by the teacher.	3, 4, 5
Funding for disadvantaged children to take part in visits and on trips with additional adults where necessary	Disadvantaged children, who are living with poverty in their homes do not have the opportunities to have the experiences outside of school that some of their non-disadvantaged peers have. These opportunities provide fun and engagement and can be inspiring for the families	6, 7
Trauma informed Training for SEMH/pastoral team and subsequently whole staff to better meet the emotional and well-being needs of disadvantaged children	Trauma informed practise is proven to improve the quality of pastoral support that is provided for all pupils, especially those disadvantaged. Children who have had adverse childhood experiences are disadvantaged and this provision is invaluable in supporting their emotional wellbeing and development.	7

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

Budgeted cost: £ 29, 828

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the provision of after-school clubs and provide funding for disadvantaged children to attend	Access to a wider range of extra-curricular activities will lead to improved opportunities, developing health and fitness and lead to better engagement in lessons.	3 6, 7
Attendance awards and rewards	Children who are motivated to come to school will engage better and learn more.	1, 2
Provision of school uniform for some disadvantaged families	Families who are struggling financially can be supported with providing uniform that complies with policy, is correctly fitting and clean	6, 7
Reach out programme for Y6 disadvantaged pupils with adult supervision	The success of this programme over the last couple of years has led to improved confidence, resilience and the ability to deal with emotions in a more managed way, especially for disadvantaged children.	6, 7
Contingency	Based on our previous experience, it is advisable to set aside a contingency to respond to acute issues when they arise.	All

Total budgeted cost: £184, 828

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

External assessments at the end of the academic year, 2022-23 indicate that at Key Stage One, Barley Lane disadvantaged children are exceeding the National disadvantaged percentages by a significant amount. The disadvantaged pupils in Year 2 perform better than their non-disadvantaged peers in reading and maths but are slightly lower in writing.

At Key Stage Two, the gap for Barley Lane has narrowed in Reading to 2% (National gap 13%). Disadvantaged children performed better than non-disadvantaged in writing by 4% (National gap 13%). In maths, however, the gap has widened significantly between disadvantaged pupils (59%) and all pupils (74%), creating a gap of 15%. This is a similar gap to National.

Phonics assessment data has shown an improvement over time from 25% of disadvantaged children achieving the expected standard for Year 1 in 2019, to 92% in 2023. This is 10% above the National disadvantaged number.

Internal data shows that the PP gap in most year groups is widest in maths. The gap is minimal in reading and writing across the school.

The provision at Barley Lane is assessed as successful for reading and writing, as evidenced in the end of key stage results, where gaps have narrowed. The quality of teaching in phonics has been improved and the range of resources available to support the children has increased significantly.

Due to the gaps becoming more evident in maths, investment in maths resources and training for teachers will be key this year.

Through observations in school, the social and emotional development of disadvantaged children is more prevalent than in non-disadvantaged children. Providing trauma informed practitioners and Emotional Learning Support Assistants, is planned to support the children further.

Externally provided programmes

Programme	Provider
Lexia	Lexia Learning
Purple Mash	2 Simple Limited
Doodle	Lexia Learning
Little Wandle	