



# Barlby Community Primary School Pupil Premium Strategy Statement 2022 -2025

1. Summary information for Pupil Premium (PP)					
<b>School</b>	Barlby Community Primary School				
<b>Academic Year</b>	2023-2024	<b>Total PP funding allocation:</b>	£80380	<b>Date of most recent PP Review</b>	Summer Term 2023
<b>Total learners</b>	343 (exc Nursery)	<b>Number of learners eligible for PP:</b>	24% (84)	<b>Date for next PP Strategy Review</b>	January 2024

2. Statement of intent
<p>Our intent is that all learners, irrespective of their backgrounds, needs or challenges they face make good progress and achieve high attainment in all areas of the curriculum. The focus of Barlby Community Primary School's Pupil Premium strategy is to support disadvantaged learners to achieve that goal, including progress for those children who are currently at/on track for ARE (age related expectation).</p> <p>When formulating our strategy Barlby CP School will endeavour to consider the varying challenges faced by vulnerable, such as those who may have social workers and be young carers. Barlby CP School believes in high quality teaching for all, this ethos is at the heart of our school approach, with a focus from staff on the areas that disadvantage, and vulnerable children struggle with the most. It is proven that this approach has the highest impact on closing the disadvantaged attainment gap and in doing so will also benefit other within the school.</p> <p>The intention of our outcomes (detailed below) means that attainment of our non-disadvantaged learners will be sustained and improved alongside improving progress for their disadvantaged peers.</p> <p>Our approach will be responsive to school wide challenges and individual needs. The approaches we adopt will complement each other to help learners progress and excel. To ensure that these are effective we will:</p> <ul style="list-style-type: none"> <li>- Ensure all disadvantaged learners are challenged in the work they are set.</li> <li>- Use observation and collaboration to act early to intervene where need is identified.</li> </ul>

- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged learners.
- Create an ethos to raise expectations of what disadvantaged learners can achieve.

### 3. Challenges

#### Details of key challenges to achievement that we have identified among our disadvantaged learners.

A.	Assessment, observations and discussion (including well-being surveys) with disadvantaged learners and families have notes social, emotional and well-being needs for many learners. Notably this is being seen in part, due to the long-term impact of school closures (COVID19) and the increase in anxiety based needs and decreased opportunities for children to interact with peers.
B.	Assessment, observations and discussions with disadvantaged learners indicate that there are skills and vocabulary gaps and due to these children are not reaching age related expectations in literacy. These gaps in learning are most evident in Years 3- 6.
C.	Assessments across the school of our disadvantaged learners from Years 2-6 have highlighted gaps in phonic knowledge which impact on children's writing and reading achievement.
D.	Assessments across the school of our disadvantaged learners have highlighted gaps in reading knowledge, attitude to reading (including home reading) and general disengagement from reading.
E.	Parental engagement for disadvantaged learners - awareness of end of year expectations, attendance and curriculum content.

4. Intended Outcomes	Success Criteria
<b>This explains the outcomes we are aiming for by the end of the current strategy plan and how we will measure what has been achieved.</b>	
To achieve and sustain improved social and wellbeing outcomes for all learners in our school particularly for those learners who are disadvantaged.	Sustained high levels of social and wellbeing from 2024-2025 demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from student voice, parent surveys, PPM (Pupil progress meetings) and teacher/support staff observations.</li> <li>- Significant reduction in playground incidents and reports of bullying.</li> <li>- Increase in participation enrichment activities (after school clubs, sporting tournaments etc) by disadvantaged learners</li> </ul>
Improved writing attainment in Years 3-6 among all learners but particularly those who are disadvantaged.	KS2 results in 2024-2025 show that more than 75% of disadvantaged learners met the expected standard in writing.
Improved phonics outcomes for disadvantaged learners.	Year 1 phonics screening in 2024-2025 shows more than 75% of disadvantaged learners met the expected standard.
Improved attainment in reading for reading by disadvantaged learners by the end of KS2.	KS2 results in 2024-2025 show that more than 75% of disadvantaged learners met the expected standard in reading.
To achieve and sustain improved attendance for all learners particularly our disadvantaged learners.	Sustained high attendance by 2024-2025 demonstrated by: <ul style="list-style-type: none"> <li>- Overall school attendance being above 97%</li> <li>- Overall attendance for all learners above 96%</li> <li>- Disadvantaged learners' attendance on par with peers at 96%</li> </ul>

## 5. Activity this academic year

This explains how we intend to use our pupil premium funding this academic year to address the challenges addressed above.

### Teaching (for example CPD, recruitment and retention)

Budgeted cost: £25,041

Activity	Evidence to support approach	Challenges addressed
<p>All children to have access to FOREST schools activities to support emotional wellbeing. Ran by teaching assistants 0.5 days per week.</p> <p>FOREST School training to be completed by supporting adults in order to implement a more comprehensive timetable across the school. (£1320)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning PDF.(found at <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<b>A, B, D, E</b>
<p>Pastoral role continued for a third year supporting THRIVE embedment throughout the school. Specific pastoral support at lunch time.</p> <p>Further training for supporting adults. (£19,935) (£3786)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning PDF. (found at <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<b>A, B, D, E</b>
<p>Establish and embed new relational policy in school promoting positive relationships.</p> <p>Training on new policy for staff, monitoring of policy and further training to further develop policy.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, behaviour and relationships with peers)</p> <p>EEF Social and Emotional Learning PDF. (found at <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<b>A, B, D, E</b>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)****Budgeted cost: £57,042**

<b>Activity</b>	<b>Evidence to support approach</b>	<b>Challenges addressed</b>
Time allocated weekly to small group tuition ran by a trained teaching assistants and teachers to target disadvantaged learners who are at risk of not achieving age related expectations in writing. Most notably in Year 5 and Year 6.	Tuition targeted at specific needs and knowledge gaps can be effective in method to support low attaining pupils or those falling behind. Small group tuition - (found at <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	<b>B, D</b>
Embedding of diagnostic programme to provide further support for children with potential SPLD.	As noticed by our school and a number of the schools in the area, more parents are showing concerns regarding SPLD with their children. For some this was noticed when spending time home schooling during COVID 19. School has taken the step to support parents with these concerns by providing further insight into their concerns and supporting strategies.	<b>B, C, D</b>
Embedding of Speech and Language tool (VERBO) to support pupils with SALT needs .	Pupils with specific SALT needs are struggling to access SALT due to long waiting lists. The Verbo program will assess need, offer training and develop intervention to support pupils in school.	<b>D</b>
Embedding RWI across school. training on RWI for all new staff, investing in higher level RWI deployment and use of new online platform to support learning. Use of Fresh Start for pupils in KS2 with gaps in literacy.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. An update on the EEF commissioned evaluations of Read Write Inc. Phonics Phonics- Teaching and Learning Toolkit - (found at <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	<b>B, C, D</b>

**Wider strategies****Budgeted cost: £1000**

<b>Activity</b>	<b>Evidence to support approach</b>	<b>Challenges addressed</b>
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Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u>	The DfE guidance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence	E
Contingency fund for acute issues.	Based on our previous experience and those of similar schools to ours we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	A, B, C, D and E

## 6. Review of outcomes from previous academic year Year 2022-2023

## 7. Additional detail

At Barlby Community Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £2,300 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning all pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too. Since April 2015, pupils in Foundation Stage 1 have been eligible for EY pupil premium funding, receiving £302 if they are eligible.