

Barley Croft Primary School

Pupil premium strategy statement



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barley Croft Primary School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/6
Date this statement was published	December 2023
Date on which it will be reviewed	September 24
Statement authorised by	Rebecca Dulieu (HT) David Isaac (CofG)
Pupil premium lead	James Canham Deputy Head Teacher
Governor lead	David Isaac

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,195
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£198,195

Part A: Pupil premium strategy plan

Statement of intent

At Barley Croft, our ultimate objective is that all pupils, including those that are disadvantaged, make good progress and achieve their full potential. The staff, parents and Governors at Barley Croft have developed a progressive curriculum based on the shared understanding of what we want our children take with them into their future lives. We deliver a curriculum that is relevant for our cohort of children in the fact that it is designed to develop the whole child and prepare them for their future journey. Its design unlocks their potential, allows them to explore and discover, and gives them knowledge. Children will be motivated to want to know more and be able to do more. We aim to produce life-long learners through a curriculum based on a blend of skills, knowledge and our learning powers.

Covid-19 has had a major negative impact on pupil learning, with the greatest areas of concern occurring with the most disadvantaged and the younger pupils.

Our data shows that our outcomes for pupil premium children, in terms of progress and attainment, fluctuates according to different cohorts and individual children's needs. Some children have multiple needs such as SEND and EAL as well as being classed as pupil premium. Current data shows that only 40% of our pupil premium pupils do not have either EAL or SEND. 47% of our pupil premium pupils have EAL and 23% of our pupil premium pupils have SEND. 7% of our pupil premium pupils have both EAL and SEND.

Our approach will ensure:

- That all pupils, including those who are disadvantaged, have access to learning that is both challenging and meets their needs.
- That interventions and support mechanisms are put in place as soon as a need is identified.
- That all staff take responsibility for all pupils' outcomes, including those of the disadvantaged, and raise expectations of what all pupil can achieve.

Challenges

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

Challenge number	Detail of challenge
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1	Attendance Attendance for children classed as pupil premium in academic year 22-23 was 93.6%, this is below the National expectation of 96% and above. Currently, whole school attendance is lower than usual. Parents are being particularly cautious about sending children to school with the usual cough and colds. From 22-23 data, 7% of our pupil premium pupils are persistent absentees – attending 90% or below. This made up 36% of our persistent absentee cohort in 2022-23.
2	Turbulence In the Spring 2023 census mobility for the school was 28%. This high rate of turbulence means that often children are between schools for a significant period of time and this means gaps in their learning widen.
3	Speech, language and communication needs At Barley Croft Primary School, pupils enter the school with low oral language skills, limited vocabulary and speech and language needs. 59% of our cohort have English as an additional language and a high percentage of these arrive at the school being new to English. 41% of our pupil premium pupils are classed as EAL. Communication and language in EYFS is the lowest area historically in baseline. White British children that join in FS2 have low communication and language levels. Under developed oral language skills are evident from EYFS through to KS2. Baseline for 22-23 shows that 58% of pupils joined the school below the expected entry level in Communication and Language Speaking.
4	Limited life experience Children are not exposed to a wide variety of life experiences that allow them to experience, in context, the vocabulary required to access the curriculum. This has been exacerbated by the pandemic and the cost of living crisis and especially for our PP children, as parents have limited funds to access extra-curricular activities. The impact of pupils having limited experiences means that they are unable to draw on prior knowledge when thinking and discussing events and objects in context. Children have limited access to enrichment activities or opportunities to explore areas beyond their locality.
6	Well-being/mental health Our assessments, observations and conversations with pupils and parents indicate that the wellbeing of our pupils, including those that are disadvantaged, have been impacted by a range of social and economic factors. This has affected our disadvantaged children more significantly. In order for children to access learning, our school needs to address such matters and work with families to support these children. The impact has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
7	Writing Internal and external assessments indicate that writing attainment is significantly below national expectations. This particularly true for our disadvantaged pupils. In 2023, writing outcomes were 47% at KS1 (without our DSP children) and 69% in KS2 (without DSP), and for our disadvantaged pupils KS1 were 37% secure, KS2 were 65% secure. Due to the pandemic, our in house data shows that, partial school closures have affected writing attainment levels and that the number of pupils writing at the expected levels has fallen significantly below that of 2019.

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 achieve and sustain high attendance for all pupils but especially our disadvantaged pupils	Sustained attendance from 2025/26 evidence by - The overall absence rate for all pupils being no more than 4% and the attendance gap between advantaged and disadvantaged to 0.5% - The percentage of pupils who are persistently absent to be below the local authority persistent absentee figure. The gap between disadvantaged and non-disadvantaged to be no more than 1%
To quickly identify gaps in children's learning when they join the school and ensure intervention or targeted support narrows gaps in learning	Improved progress levels demonstrated through - Better than average expected progress (3 steps) in reading, writing and maths – assessments, observation as evidence - Children are baselined assessed and selected for intervention groups. Progress measured from baseline to end point on provision map (monitored termly) shows increased progress which leads to better than average expected progress (3 steps) in reading, writing and maths - Attainment is on a par with whole cohorts. - 60% meet end of reception goals - 80% meet end of Y1 phonics screen standard 60% meet end of Y2, Y4, Y6 expectations combined -
Improved oral language skills and vocabulary for all pupils but especially our disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Increase enrichment opportunities to enhance the broad and balanced curriculum	Children will have experienced a range of wider opportunities and experiences, which develop their knowledge, vocabulary and skills. Children are able to remember more and do more. - Evidence through monitoring activities etc. - Subject leads to ensure experiences/trips are planned and mapped across the wider curriculum to ensure pupils have more opportunities to experiences they would not have had outside of school.
All pupils have access to technology and educational resources and are accessing resources such as Bug Club, SeeSaw, Times table Rock stars and other paper-based materials.	This in turn improves outcomes in all areas. Evidence through increased participation through online resources. All disadvantaged pupils have access to online and paper resources at home. Outcomes in 2024/25 show that the gap between disadvantaged and non-disadvantaged pupils has diminished and outcomes are in line with national data.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged	Sustained levels of wellbeing from 2025/26 through: - Data from pupil voice, pupil/parent surveys and teacher observations - CPOMs analysis (Mental health first aider logs) and involvement of Family Link worker and Pastoral Lead show that issues around mental health are better identified and managed. New referrals and cases are reduced. - Reduced number of children needing to access calm clinic - Increase in engagement in PSHCE lessons/everyone's welcome and increased participation in enrichment activities.
Improved writing attainment of disadvantaged pupils at the end of KS1 & KS2	Improved KS1 and KS2 attainment in writing. In 2025/26, the gap between disadvantaged and non-disadvantaged pupils has diminished and writing outcomes are in line with national data.

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: £ 14,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits and enrichment opportunities including forest school £,11400	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.(EEF) Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.	3, 4, 6
Teacher – one morning per week cover to cover subject lead/coordinator for CPD, monitoring or teaching and learning. School development plans focus on the key areas of writing and oracy to increase attainment. Staff training and monitoring is tailored to focus on school development priorities. Staff are released to observe good practice both within and beyond the school. Staff are able to access CPD linked to development of provision for their subject. Staff are given time to develop planning to encompass enrichment opportunities. £3,200	The impact of Covid 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school. Children have experienced a decline in enrichment activities due to covid restrictions. Therefore, we must ensure children receive a richness of provision in order to develop all aspects of knowledge and skill.	4, 6, 7

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

Budgeted cost: £ 95,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
Marie Level 2 TA in KS1 to support EAL/SEND with a focus on communication needs	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	2, 3, 4, 7
Soba Level 2 TA in KS2 to support EAL/SEND with a focus on communication needs (2.5)	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning	2,3,4,7
Deb P Level 2 TA across EYFS to provide targeted reading, phonics and Talk boost support £21,811	Early reading and phonics are key life skills that are essential for children to be able to access the wider curriculum.	2,3, 7

Level 3 TA in EYFS for Intervention to improve listening, narrative and vocabulary skills. In early years communication sessions are timely and focus on specific needs – oracy, phonics, talk boost, Funtime £23,105	Talk Boost has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small group and individual teaching sessions to around 3-6 pupils for 20-weeks.	2, 3, 4, 7
Rebecca C (0.5)Year 3 Teacher – 0.5 days per week Targeted Academic Support/ Interventions £6,400	1:1 tuition Short, regular sessions over a set period of time (6-12 weeks) or small group based interventions over the same period	2, 7
Pupil conferencing - Year 5/6 pupils have a focus on editing their writing during their coaching sessions £12,800	Evidence from the EEF toolkit suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Academic coaching is focuses on one to one editing in their writing.	2, 7
Easter School (SATs prep for disadvantaged pupils) £4,000	Based on EEF findings there is significant impact on outcomes from using strategies linked to individualised learning, small group tuition and one to one work.	2, 4, 5, 6, 7

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

Budgeted cost: £ 79,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Pastoral Support £25,892 and Family Link worker £20,466 Ensure our pastoral support and FLW works closely with the EWO and that they are aware of children and families who need support. The FLW directs time to ensuring children attend school and creates positive links with our families.	Based on DfE findings, low attendance has shown to have an impact on outcomes for children. EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Parental involvement is consistently associated with pupils success at school (Sutton Trust and EEF Teaching and Learning Toolkit) The EEF identified 'Parental Engagement' as an area which had the potential to positively impact pupil attainment.	1, 2, 5, 6
Community centre coordinator Ensure community centre offers courses and facilities that build links with parents in the community and build strong relationships £23,580	Relationships between parents and school are integral. The community centre provides an important link for both. Adult courses help to build parents self-esteem and baby groups help to begin to build positive relationships	1, 2, 3
Senior mental health leads network, healthy schools network and therapy play therapy £900	When investigating PP barriers to learning it was revealed that 'Some pupils who are eligible for Pupil Premium do not yet possess learning attributes such as self-confidence, perseverance and resilience.' And 'Some pupils eligible for Pupil Premium live in an environment not conducive to school readiness' We will provide a whole school approach / programme of social and emotional education designed to support pupils with well-being issues – attachment and trauma aware approach across the whole school.	6
Bespoke family provision – uniform, coats, trips, music lessons, swimming lessons £8000	Evidence from the NFER shows that meeting individual needs of each pupil supports their development and progress.	4, 5, 6
Level 2 Wellbeing TA to support SEMH needs of target child	Breakfast clubs have been proven to not only reduce the number of pupils coming to school without breakfast, but also improve pupil's punctuality and behaviour by increasing their concentration during the morning sessions. (Evaluation of breakfast clubs in schools with high levels of deprivation, DfE, March 2017).	1, 6

Total budgeted cost: £190,060

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see separate document entitled Pupil Premium review assessment data 2022-23

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

Further information (optional)

Whole School

Our Family link worker continues to be in contact with families regularly within and out of the school term

Below is information regarding referrals that have been made for our disadvantaged families in the last 12 months.

- Winter Fuel / Fund Allowances – this figure is difficult to calculate due to families being referred on more than one occasion. In the previous year 95 applications were made and the figure would be a similar amount.
- Food Parcels – 25 referrals made for 12 families for food bank- many more offered but not accepted
- Gifts 4 Kids – 23 families referred (2022) 25-30 referrals currently being looked at for 23-24
- Hardship Fund – 9 families referred since Sept 2023
- White goods - 11 families provided with full white goods