

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 2022
Date on which it will be reviewed	August 2023
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	£190,060
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	£190,060

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 42% of our pupil premium pupils do not have either EAL or SEND. 37% of our pupil premium pupils have EAL and 21% of our pupil premium pupils have SEND. 6% 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 is currently 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. 21% of our pupil premium pupils are persistent absentees – attending 90% or below. This makes up 34% of our persistent absentee cohort.
2	Turbulence In the Spring 2021 census mobility for the school was 20.4%. 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. 60% 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 2022, writing outcomes were 41% at KS1 and 50% in KS2. 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 - 75% 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
HLTA – 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
Level 2 TA in KS1 for Language groups 0.6 £9,940	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
Level 2 TA in KS2 for language groups £17,479	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
Level 2 TA across EYFS and KS1 to provide targeted reading support (BRWP/Phonics) £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 NELI- Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills. In early years communication sessions are timely and focus on specific needs – oracy, phonics, talk boost, Funtime and NELI £23,105	The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short smallgroup and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.	2, 3, 4, 7
Year 2 Teacher – 1 days per week Targeted Academic Support/ Interventions £6,400	1:1 tuition Short, regular sessions over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)	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 Leader Mental Health Training and Mental health first aider training £950	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 selfconfidence, 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
Morning Wake and Shake Club once a week with breakfast – £1,100	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

Pupil Premium Assessment Data 2021/22 – including DSP															
Attainment															
	(School) All Pupils			(National) All pupils			(School) PP pupils			(National) PP pupils			(School) Non-PP pupils		
% achieving GLD	53% (24/45)			65%			22%			Not released as yet (31/10/22)			57%		
% EXS Phonics standard Year 1	57% (26/45)			76%			55%			62%			74%		
% EXS Phonics standard Year 2	33% (5/15)			87%			83%			78%			0%		
% achieving expected standard KS1	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
	43%	38%	50%	67%	58%	68%	39%	33%	50%	51%	41%	52%	42%	38%	46%
% achieving expected standard KS2	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
	80%	47%	67%	74%	69%	71%	67%	38%	48%	62%	55%	56%	84%	52%	80%
Progress – % expected or above (for end of 2020/21 – end of 2021/22)															
	(School) All Pupils			(School) PP pupils			(School) Non-PP Pupils			Notes: comparing the % of PP pupils with ALL and Non					
	R	W	M	R	W	M	R	W	M						
Year 1 (current year 2)	72	67	71	75	63	70	66	69	70	Progress highest for PP pupils in Reading Progress lowest for PP pupils in Writing Progress in-line with Non and All in Maths					
Year 2 (current year 3)	70	75	72	68	75	81	72	73	63	Progress lowest for PP pupils in Reading Progress in-line with Non and All in Writing Progress highest for PP pupils in Maths					

Year 3 (current year 4)	8 5	51	70	92	38	67	76	64	76	Progress highest for PP pupils in Reading Progress significantly lowest for PP pupils in Writing Progress lowest for PP pupils in Maths
Year 4 (current year 5)	7 0	66	59	71	61	44	67	72	63	Progress highest for PP pupils in Reading Progress lowest for PP pupils in Writing Progress significantly lowest for PP pupils in Maths
Year 5 (current year 6)	7 8	57	79	74	47	69	85	66	86	Progress lowest for PP pupils in Reading Progress significantly lowest for PP pupils in Writing Progress lowest for PP pupils in Maths
Year 6 (current year 6)	8 6	89	88	90	89	83	83	87	92	Progress highest for PP pupils in Reading Progress in-line with Non and All in Writing Progress lowest for PP pupils in Maths
Y6 – end of KS1 – end of KS2	3. 2 (3 .5 n o D SP)	-2.6 (-2.7 no DSP)	0.9 (0.8 no DSP)	2.9	- 1.9	0.0 7	3.4	- 3.0	1.6 8	Progress highest in Reading for ALL / PP / and Non-PP pupils. Progress lowest in Writing for ALL / PP and Non-PP pupils. School PP pupils higher progress measure than Non-PP pupils for Writing.

Year 1:

55% of PP pupils achieved the Phonics expected standard which is close to the 62% of National PP pupils achieving the expected standard.

Progress in reading for PP pupils was *higher* in comparison to Non and to All.

Progress in writing for PP pupils was *lower* in comparison to Non and to All.

Av.Progress Score 21/22	R	W	M
All pupils	3.2	2.8	3.0
PP pupil	3.3	2.8	3.0

Year 2:

% of PP pupils achieving the expected standard in Phonics retake was *higher* in comparison to National PP pupils.

% of PP pupils achieving the expected standard in Reading and Writing was *lower* in comparison to National PP pupils and all other categories listed above. Maths in line with all other categories.

Progress in Reading was *lowest* in comparison to other categories, Writing was *in-line* and Maths *higher* in comparison to other categories.

Av.Progress Score 21/22	R	W	M
All pupils	2.6	2.3	2.6
PP pupil	2.8	1.9	2.9

Year 3:

Progress of PP pupils in Reading highest in comparison to other groups.

Progress significantly low for PP pupils in Writing and in comparison to other groups.

Progress lowest for PP pupils in Maths in comparison to other groups.

Av.Progress Score 21/22	R	W	M
All pupils	3.0	2.2	2.8
PP pupil	3.2	1.9	2.7

Impact of school-led tutoring 2021/22:

Writing - 16% of pupils made expected progress. 50% of pupils were 3 emerging by year end.

Maths - 91% of pupils made at least expected progress. 9% of pupils finished the year below year group expectation.

Pupil	Writing Level @ start of year	Writing Level @ end of year	Progress	Maths Level @ start of year	Maths Level @ end of year	Progress
Khalid	2E	2D	Weak			
Adel	2D	3E	Below			
Henry	1D	2D	Expected			
Szymon	2D	2D	Weak			
Yunis	2S	3E	Weak			
Mina	2D	3E	Below			
Cruz				1s	3d	Very Good
Meymuna				2e	2d	Weak
Serafina				2e	3e	Expected
Atiyah				2e	3d	Good

Jibreel		2d	3d	Expected	
Aisha		N/A	3e	N/A	
Adam		2d	3d	Expected	
Phion		2s	3d	Below	
Milo		2e	3s	Very good	
Redin		2d	3d	Expected	
Liyan		2e	3d	Good	
Bailey		2e	3e	Expected	

Year 4:

Progress highest for PP pupils in Reading in comparison to other groups.

Progress lowest for PP pupils in Writing in comparison to other groups.

Progress significantly low for PP pupils in Maths and in comparison to other groups.

Av.Progress Score 21/22	R	W	M
All pupils	2.9	2.6	2.4
PP pupil	2.7	2.5	2.2

Impact of school-led tutoring 2021/22:

Writing – 25% made expected progress, 3 / 7 children left the school

Pupil	Writing Level @ start of year	Writing Level @ end of year	Progress
Neveah	3E	3D	Weak
Abubakr	3E	4E	Expected
Leylan	2D	2D	Weak
Lewis	2S	3E	Below
Oliver	Left		

Heidi	Left	
Jibril	Left	

Year 5:

Progress lowest for PP pupils in Reading in comparison to other groups.

Progress significantly low for PP pupils in Writing and in comparison to other groups.

Progress lowest for PP pupils in Maths in comparison to other groups.

Av.Progress Score 21/22	R	W	M
All pupils	3.0	2.7	3.1
PP pupil	2.8	2.6	2.8

Impact of school-led tutoring 2021/22:

Reading – 11% made Weak progress, 89% made at least expected progress

Maths – 85% made at least expected progress.

Pupil	Reading Level @ start of year	Reading Level @ end of year	Progress	Maths Level @ start of year	Maths Level @ end of year	Progress
Esme	4E	5E	Expected			
Mildred	4S	5E	Weak			
Freya	4D	4D	Expected			
Hannah A	4S	5S	Expected			
Faegan	4E	5D	Good			
Fabia	4S	5S	Expected			
Issac	4D	5S	Good			
Shania	4D	5D	Expected			
Salman	4D	5D	Expected			
Amina				4D	5D	Expected
Shasmeen				4S	5S	Expected
Crystal				4E	5D	Good
Zuzanna				4S	5 depth	Good
Falak				N/A	5S	N/A
Mikail				4D	5D	Expected
Alfie-PS				4E	5D	Good

Year 6:

Progress highest for PP pupils in Reading in comparison to other groups.

Progress in-line with Non and All in Writing

Progress lowest for PP pupils in Maths in comparison to other groups.

Attainment for PP pupils in Writing and Maths significantly lower in comparison to all other groups apart from National PP in Reading

Av.Progress Score 21/22	R	W	M
All pupils	3.3	3.4	3.2
PP pupil	3.2	3.5	3.4

Impact of school-led tutoring 2021/22:

Reading – All children made at least expected progress, 75% made good progress. All met the KS2 standard.

Maths – 6% made weak progress, 94% made at least expected progress. 80% met the KS2 standard

Pupil	Y6 progress		KS2 progress		KS2 standard	
	R	M	R	M	R	M
Evelyn		Good		0.6		Met
Kobe		Expected		1.8		Met
Finley		Good		-2.3		Met
Iqra		Good		1.5		Met
Samia		Good		9.7		Met
Evie		Good		1.8		Met
Rebecca H		Expected		2.8		Met
Delal		Good		1.8		Met
Nikola		Expected		5.8		Met
Nyeron		Good		-10.1		Not met
Alfie		Weak		-4.4		Not met
Kian		Expected		2.8		Met
Zakiah		Good		-0.1		Met
Julia K		Expected		0.63		Met
Brooke		Expected		-6.4		Not met
Alicia	Expected		2.2		Met	
Trenton	Good		5.5		Met	
Tyianna	Good		2.54		Met	
Khalid	Good		1.12		Met	

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
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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 – 95 families referred
- Food Parcels – delivered throughout lockdown and 8 further families referred to the local neighbourhood centre
- Toys on the table – 31 families referred
- Hardship Fund – 10 families referred since Sept 2022
- White goods - family provided with full white goods after rehousing due to fleeing domestic violence