

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Barnham Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2024-25
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	James Everett, Headteacher
Pupil premium lead	Katie Scott, Inclusion Coordinator
Governor / Trustee lead	Martin Emmett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£5741
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,161

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, will become “Successful Learners, Confident Individuals and Responsible Citizens.” The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Using careful assessment, feedback and observation, we will identify the challenges faced by vulnerable pupils, both those impacted by socio economic factors and those supported by children’s services, and work to support their needs. The approach will be responsive to these challenges which include those common to many children who are at risk of being impacted by socio economic inequality and those challenges impacting specific individuals.

We will focus on high-quality teaching, with all staff (both teaching and support staff) accessing CPD to ensure that there is a shared understanding of how best to use teaching methods which will benefit all pupils, closing the attainment gap for the most vulnerable. We will also ensure access to high quality resources and interventions, as well as maximising the opportunities and experiences that all pupils have access to.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate more prevalent difficulties with speech, language and communication for some disadvantaged pupils. This includes pronunciation and speech sound under-development as well as limited receptive and expressive language.
2	Observations and discussions with families indicate that some disadvantaged pupils often have less access to high quality books and learning materials within the home environment and do not have the experience of having stories read to them in their early years or reading for pleasure as they move through the school.
3	Assessments and discussions with families indicate a higher level of SEND both for children and other family members within some disadvantaged families.
4	Discussions with pupils indicate significantly less opportunity to access extra-curricular clubs and activities, as well as experiences such as visits and trips, for some disadvantaged families.

5	Observations during the pandemic, as well as diagnostic assessment on pupils' return to school, indicate that academic progress and stamina for learning for some disadvantaged families has been impacted by a lack of motivation and engagement with academic tasks during lockdown.
6	Discussions with families and outside support agencies indicate a higher level of children experiencing adverse childhood experiences and resulting difficulties with emotional well-being within some disadvantaged families

## 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 improve speech, language and communication skills for disadvantaged pupils.	<p>Assessments and observations will indicate improved speech, language and communication skills.</p> <p>By the end of Year 1:</p> <ul style="list-style-type: none"> <li>any child with ongoing speech sound difficulties will have been assessed by a Speech and Language Therapist.</li> <li>any child with ongoing language needs will have been assessed using the progression tools (or equivalent) and either in school intervention or a referral to the SALT team will have been implemented.</li> </ul> <p>All classes will have language and vocabulary teaching built into their curriculums.</p>
To improve the reading opportunities and access to high quality materials for disadvantaged pupils.	<p>KS2 reading outcomes will show an increased percentage of children reaching the expected standard and making above expected progress.</p> <p>The reading scheme will be updated with a wider range of modern texts available.</p> <p>The Bridge Book Collection, designed to aid reading choices for newly-confident readers, will have a wider range of choices and be more reflective of the wider community with texts from different cultures.</p> <p>The library will contain a range of dual language books to support engagement</p>

	with reading for families where there is EAL, some of whom are also in receipt of PPG.
To improve access to extra-curricular clubs and experiences including theatre and music performances for all disadvantaged pupils, with 100% of pupils accessing at least one club.	<p>All children from disadvantaged families will have accessed at least one extra-curricular club.</p> <p>All children will have experienced at least one theatrical and musical performance per year.</p> <p>The school will offer a wider range of clubs and experiences, to encompass sports, performing arts, creative arts and languages.</p> <p>All children will have access to school trips, including residential trips.</p>
To improve and sustain attainment in reading, writing and maths for all pupils from disadvantaged families.	100% of pupils from disadvantaged families will make expected progress in their KS2 assessments.
To improve and sustain emotional well-being, including the development of resilience and emotional regulation.	<p>Pupil wellbeing survey will show increased levels of emotional wellbeing.</p> <p>Less children from disadvantaged families will require support from support staff with emotional well-being interventions.</p> <p>Children experiencing challenging emotional scenarios will receive high quality pastoral support, including referral to support services and counselling where appropriate.</p>

## 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: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for all children.</p> <p>CPD for teaching staff on implementation and analysis of results.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 5</p>
<p>Training for all teaching and non-teaching staff in strategies for developing SLCN.</p> <p>Opportunities to work directly with SALT therapist to discuss strategies and programmes for individuals and small groups of children with SLCN.</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on speech and language, reading and writing:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 5</p>
<p>Training on Equality and Diversity for all teaching and non-teaching staff.</p>	<p>It is vital that staff understand both intentional and unintentional bias and prejudice and take steps to remove these from teaching methods, resourcing and interactions with families.</p> <p><a href="#">DFE/ Government Publications/ School Inspection Handbook</a></p>	<p>5</p>
<p>Implementation of Subject Portfolio Leads including teacher release and CPD opportunities for</p>	<p>Delegated leadership to ensure high quality of teaching and expertise across all subject areas will support the equity of access of a broad and balanced curriculum for all subjects.</p>	<p>1, 2, 3, 4, 5</p>

developing delegated leadership skills and subject specialism training.	<a href="#">DFE/ Government Publications/ School Inspection Handbook</a>	
Purchase of “Kapow” resource for foundation subjects. Training for staff in the use of the resources.	Use of a well-renowned and reviewed resource will ensure access to the highest quality of resource for all pupils. <a href="#">DFE/ Government Publications/ School Inspection Handbook</a>	4, 5

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

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of enhanced reading scheme materials and online programmes (Reading Eggs) for Year 3 pupils and individuals from KS2. Training for staff and parents in use of the resources.	Diagnostic assessment indicates that the reading progress of our Year 3 pupils has been very affected by school closures. Enhanced reading materials for this year group will support the development of reading – both decoding and comprehension. <a href="#">EEF/ Education Evidence/ Teaching Learning Toolkit/ Individualised Instruction</a> <a href="#">EEF/ Education Evidence/ Teaching Learning Toolkit/ Parental Engagement</a>	2, 3, 5
Purchase of reading texts with more diverse and representative protagonists for our Bridge collection.	Following Diversity and Equality training, an audit of our Bridge Book collection highlighted a lack of representation of our school cohort, including our disadvantaged children. The training highlighted the importance of representation in reading for pleasure and reading to learn.	2, 3, 5
Purchase of “Doodle” Intervention for children requiring some catch up interventions in maths.	<a href="#">EEF/ Education Evidence/ Teaching Learning Toolkit/ Individualised Instruction</a>	

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 5, 6</p>
<p>Implementation of bespoke interventions, including Precision Teaching, Zones of Regulation, Talkabout and Jump Ahead</p>	<p>Deployment of TAs to provide high quality intervention is recognised as a highly effective way of providing bespoke and individualised learning to those children at risk of not closing the attainment gap.  <a href="https://www.educationendowmentfoundation.org.uk">EEF/ Education Evidence/ Teaching Learning Toolkit/ Social and Emotional Learning</a>  <a href="https://www.educationendowmentfoundation.org.uk">EEF/ Education Evidence/ Teaching Learning Toolkit/ Teaching Assistant Interventions</a></p>	<p>3, 5, 6</p>

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

Budgeted cost: £ 9,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Play/Art Therapy for children who have experienced ACEs</p>	<p>The Government recognise that children with higher levels of mental health and well-being needs require more specialist provision, delivered by qualified therapists and counsellors.  <a href="https://www.gov.uk/government/publications/counselling-in-schools">DfE/ Government Publications/ Counselling in Schools</a></p>	<p>6</p>
<p>Access for families to online family support packages, focusing on developing emotional wellbeing strategies.</p>	<p>EEF identify the importance of parental engagement in supporting learning.</p>	<p>5, 6</p>

	<a href="#">EEF/ Education Evidence/ Teaching Learning Toolkit/ Parental Engagement</a>  Parental discussions indicate an increased need for signposting to Early Help and School Nursing Services to support with emotional wellbeing strategies.	
Increased provision for extra-curricular activities	The importance of access to extra-curricular activities, in line with their peer groups is evidenced in both the EEF guide as well as through our pupil well-being survey, where pupils identified that not having equitable access to clubs can impact on their emotional well-being.  <a href="#">EEF /Education Evidence/ Teaching Learning Toolkit/ Arts Participation</a>	4
Increased access to live musical and theatrical performances	See above.  <a href="#">EEF /Education Evidence/ Teaching Learning Toolkit/ Arts Participation</a>	1, 4
Equitable access to all visits and residential trips.	The importance of access to equitable opportunities to experience the world outside of their direct experience, in line with their peer groups, is evidenced in both the EEF guide as well as through our pupil well-being survey, where pupils identified that not having opportunities to take part in visits can impact on their emotional well-being.	1, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 54,161**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum; however, it was also more varied with a rise in those exceeding expected standards. Figures for the whole school cohort (minus Year R) were:

- Reading: 55% expected or above (15% exceeding)
- SPaG: 42% expected or above (15% exceeding)
- Maths: 64% expected or above (27% exceeding)

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Whilst all disadvantaged pupils were invited to attend school during the school closures, not all families took up the offer of a place despite not being able to support their children with their learning as effectively at home. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and the distribution of physical resources.

Our assessments and observations indicated that pupil stamina, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and families, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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*

<b>Programme</b>	<b>Provider</b>
PACE Training	West Sussex Virtual School
Sora Reading App	Reading Cloud
Oxford Owls	OUP
IDL (Literacy)	Ascentis
TT Rockstars	TT Rockstars
Art/Play Therapy	Your Space Therapies

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
Sensory Resources	Purchase of sensory tent, textured objects and light equipment for focused CVI work.
What was the impact of that spending on service pupil premium eligible pupils?	Greater awareness of child's strengths and needs. Greater access to a wider range of activities to develop learning with regard to those with visual impairments.

## Further information (optional)

We are currently reviewing and developing our implementation of the curriculum, including the development of our SHINE sessions in response to the impact of the Covid 19 pandemic to ensure that all pupils, particularly those who have been most impacted, are able to close gaps on previous cohorts of learners and access materials and content which is essential for today's society.

We are also developing a training programme for volunteers in the community to work with our disadvantaged children to support with reading and community inclusion.