

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 CEVC Primary School
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	13.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amy Arnold
Pupil premium lead	Amy Arnold - Headteacher
Governor / Trustee lead	Matthew Hawthorne - CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,105 (22 FSM/E6 £29,950, 3 post LAC £7035, 8 service children £2,480) Actual number of FSM children on roll Autumn 2021 = 21 (funding gap £1345)
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,171 (Higher carry forward due to fewer residential trips, enrichment experiences, trips and clubs, along with less breakfast club provision)
Total budget for this academic year	£73,116

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about Pupil Premium, it is important to consider the context of our school and our pupils together with the challenges faced.

Context:

We recognise that “Disadvantaged” includes:

- Free School Meals (FSM),
- Pupil Premium Grant (PPG),
- Children in Care (CiC) / Looked After Children (LAC) / Previously Looked After Children (PLAC)
- one-parent families;
- those with serious safeguarding concerns,
- those families “just about managing” etc.
- families who are rurally isolated

Our pupils’ needs drive our strategy. Equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers. We have been working with Marc Rowland looking at rural disadvantage; this has influenced our strategy development.

Our aim is that every pupil, irrespective of background, feels that they belong to the Barnham School family and that they are ready to learn, flourish and achieve their full potential. We strive to support our pupils to become confident, articulate and ambitious individuals. In order to do this, we recognise that language plays an enormous part in the attainment gap. Language is key to success.

Our ambition is therefore for all children to become good readers and to develop high quality oracy skills with a rapidly growing vocabulary. Across the country, there is a reading deficit (DfE 2017: only 31% of children read daily at home.) We therefore prioritise reading across the school - both as a skill and as a pleasurable activity.

We have identified that the main challenges experienced by our most disadvantaged pupils include:

- SEMH needs, including anxiety and adverse childhood experiences
- Complex family situations and safeguarding concerns
- Gaps in learning, exacerbated by school closures. Cognitive difficulties are observed to impact on engagement and learning
- Language and communication difficulties
- Provision of basic needs

Every interaction matters! If children feel safe, valued and cherished, they will be more likely to be ready to learn.

We therefore aim to develop strong relationships across the school (adult to pupil; pupil to pupil and adult to adult.) Our whole school therapeutic approach to supporting pupils aims to provide a consistent approach when adults deal with behaviour incidents.

We have a Family Support Practitioner (FSP) who is also an Alternate Designated Safeguarding Lead and licensed Thrive practitioner. The role includes providing support to pupils and their families, therapeutic interventions, as well as dealing with any multi-agency issues. We actively promote and encourage outdoor learning, across our curriculum, including forest School sessions, which are recognised for supporting the emotional wellbeing of all pupils.

At Barnham CEVCP, we believe that together with good pastoral care, inclusive teaching and learning is the best lever for tackling disadvantage. Given the needs of our pupils, we provide CPD, and support to all staff in order to achieve this. We strive to have a learning-led approach using diagnostic assessment, live feedback and the development of additional adults. In classrooms from EYFS to Year 6, there is explicit teaching of reading as well as celebrating the enjoyment of it. We have introduced strategies to develop vocabulary in teaching across our curriculum. In class, we strive to have high expectations for all. Teaching and learning opportunities aim to meet the needs of all pupils through:

- scaffolds,
- adult support,
- development of subject-specific vocabulary,
- modelling,
- questioning,
- peer collaboration and discussions,
- retrieval practice,
- live marking and feedback,
- building strong relationships (SEMH)

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through a Learning Mentor (along with other support staff) who provides evidence-based interventions to support speech and language development, reading and writing to those whose education has been worse affected. Some teachers will also be providing booster groups for children in years 5 and 6 after-school so as not to narrow the curriculum.

- Ultimately, the approaches we have adopted complement each other to help ALL of our pupils excel, irrespective of socio-economic disadvantage. We have developed a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what each and every child can achieve, we consistently have discussions as a team, drawing on expertise of different staff members to design support best matched to individual pupil's holistic needs.

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Challenges

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

Challenge number	Detail of challenge
1.	A number of our disadvantaged pupils have a range of social and emotional needs, along with having experienced adverse childhood experiences. These needs have resulted in an increase in nurture support and Thrive activities.
2.	Safeguarding and complex family situations.
3.	Assessments have identified gaps in pupils' learning as a result of school closures and identified learning needs. Cognitive difficulties are observed to impact on the engagement of pupils with their learning and outcomes in reading, writing and maths.
4.	Language and communication needs, including vocabulary knowledge. Assessments with children show that a high number of children, including disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps. Only 40% of our pupil premium children joined in Reception, this results in a decrease in the window available to ensure rapid early language acquisition.
5.	A number of parents are struggling to provide their children with some basic needs such as adequate sleep, breakfast, which can impact on children's engagement with their learning and levels of concentration. Attendance will improve as a result of family support.
6.	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-7% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

Intended outcome	Success criteria
Improved social and emotional wellbeing for our pupils, particularly our disadvantaged pupils.	Sustained high levels of well-being and improved resilience evidenced by, Thrive profile assessment, teacher observations, levels of engagement, pupil perceptions and feedback from pupil well-being surveys.
Children have a safe, warm home environment, with all basic living essentials such as beds, furniture to store clothing and food in the cupboards.	Children and parents know how and where to go for support. Evidenced by family support practitioner involvement, timely support from other agencies and increased attendance.
Improved learning outcomes in reading, writing and maths	Pupils achieve at least in line and above with national average progress scores in KS2 reading, writing and maths.

Improved oral language skills and vocabulary acquisition	Assessments and observations indicate improved oral language amongst disadvantaged pupils and improved vocabulary within class discussions and in children's work across the curriculum.
Children's physiological needs will be met so that they can engage wholeheartedly and positively in their learning, experience enriched learning experiences and increase stamina and resilience	Children will be physically fit, nourished and hydrated. They can engage positively and pro-actively in their learning. This will be evidenced by teacher observations, levels of engagement, pupil perceptions and improved levels of attendance.
Attendance of disadvantaged children is in-line with non-disadvantaged children. Disadvantaged children are accessing their full educational entitlement and extra-curricular activities.	Disadvantaged children will be attending school regularly, parents are supported in maintaining good attendance for their child. A high proportion of disadvantaged children take up extra-curricular activities and access experiences designed to raise aspirations.

Activity this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that all staff understand the barriers to learning, including gaps in learning as a result of the pandemic for each PP/ vulnerable child and to plan, implement and monitor a programme of targeted support to address identified needs and address gaps in learning.</p> <p>Assessment and identification: To purchase and use bespoke assessments to identify specific needs and gaps in learning in reading, writing, spelling and maths, which will inform support and interventions.</p> <p>Intervention support:</p> <ul style="list-style-type: none"> Bespoke interventions / provision plans in place to ensure the school meets the needs of each child. Aspects are identified within gaps analysis and are addressed through individual/small group interventions. Teaching Assistant led interventions put in place for maths (1plus 1, Power of 2,) along with 	<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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>EEF Maximising Impact of Teaching Assistants: Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	3,4

<p>English interventions (Beat Dyslexia, Lexplore, Herts fluency) and daily reading.</p> <ul style="list-style-type: none"> Additional allocated Teaching As are trained to be deployed to support identified children in small group/ 1:1 in some classes, with identified children. In house tutoring commencing January 2022. 		
<p>Investment in personal professional development including training and support for ECTs to ensure all staff are confident and competent to plan and implement Barnham’s ambitious curriculum and strive to keep learning and improving.</p>	<p>The EEF Guide to the Pupil Premium - Autumn 2021 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1,3,4
<p>Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>CPD Programme:</p> <ul style="list-style-type: none"> To implement a bespoke training programme for teaching and support staff in order to address identified needs and impact on whole class quality for teaching with a focus on cognitive difficulties To carry out an audit of staff needs aligned with pupil progress meetings and identified needs in new cohorts to plan CPD programme. To continue to develop the implementation of Rosenshine’s and Instructional Coaching through staff training in order to ensure that explain and modelling strategies are fully embedded and support high quality teaching and learning strategies. <p>Phonics:</p> <p>To ensure that training for the Little Wandle phonics programme is in place in order to deliver the new phonics scheme effectively and consistently and to maintain the school’s high quality teaching and outcomes in phonics.</p> <p>To work with Myland Literacy Hub to ensure additional support for ECTs.</p>	<p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>Feedback; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Teachers and TAs will receive bespoke training to understand and implement strategies that meet identified needs, ensure engagement in whole class learning and ensure progress from individual starting points.</p> <p>50% of PP funded children have a learning need/ cognitive difficulty.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3,4

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

Budgeted cost: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification of and support for language and communication needs :</p> <ul style="list-style-type: none"> • SENCO to screen all EYFS pupils, and joiners in other year groups, on entry to school using BPVS assessment tool. • Weekly bespoke speech programmes put in place to address identified areas of need, which include vocabulary acquisition, naming, describing, retelling and justifying language skills, receptive language skills. 	<p>A number of pupils in EYFS and KS1 have weak language and communication skills.</p> <p>Only 40% of PP children joined the school in Reception.</p> <p>Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. "Good communication is one of the most important skills anyone could have." (I Can Trust)</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3,4
		2

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strive to enhance pupils' self-esteem, self-confidence, social and emotional development and resilience through the school's Early Help activities and Thrive approach across the school, including Thrive groups and family Thrive sessions, individual or group – depending on Covid restrictions.</p> <ul style="list-style-type: none"> • Ongoing Thrive training and supervision for SEMH lead with Educational Psychologist . • Ongoing assessment of need through PP barrier analysis, Boxall Profile resources and Anna Freud Foundation pupil perception surveys • Weekly Thrive sessions in place for identified children after assessment and monitoring • Review and evaluate provision in line with EEF 'Improving Social and Emotional Learning in primary Schools' 	<p>Children learn better and are happier in school if their emotional needs are addressed, without addressing emotional needs, learning will be hindered and not as effective.</p> <p>EEF 'Improving Social and Emotional Learning in primary Schools' cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p> <p>EEF_Social_and_Emotional_Learning.pdf(education Endowment foundation.org.uk)</p>	<p>1,2,3 & 4</p>
<p>To enhance pupils' cultural capital and development of language and vocabulary by providing a breadth of enriched life experiences:</p> <ul style="list-style-type: none"> • Enable pupils to take part in school visits both virtually and in school, which build on the skills and knowledge from our curriculum. • To provide hands on, real life learning opportunities in a range of places, i.e. the farm, biogas plant, solar panel plant, livestock fields and with a range of experts, both virtually and in person. 	<p>Based on our experience cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds.</p> <p>We have seen that cultural and arts opportunities support the wider learning of all children, including disadvantaged pupils. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum and developing a wider vocabulary.</p> <p>We know that we hold a privileged position in being able to raise pupils' aspirations and show them many different paths in life that they could take!</p>	<p>1,3,4,6</p>

<ul style="list-style-type: none"> • To provide opportunities that children would otherwise not have, such as: visiting universities and places of further education and places of employment, and meeting experts from a wide range of backgrounds and with different careers. • To experience activities such as air rifle shooting, owl pellet dissection, to understand where their food comes from and taste a range first hand! • To provide enrichment opportunities for disadvantaged pupils such as participation in sports and creative arts extra-curricular clubs. <p>To provide themed curriculum days to deepen children’s understanding of specific subject themes and aspects of learning.</p> <p>As a result we would expect attendance to increase as children want to be involved in different experiences and activities, and will show greater resilience in overcoming a range of barriers to not attending.</p>	<p>We know that by ensuring that every child knows that path is open to them, we can set a goal and a dream from a young age.</p>	
<p>To ensure that pupils and families are supported with basic needs in order to enable children to feel part of the school community and to improve attendance:</p> <ul style="list-style-type: none"> • Resources pack created for identified children with good quality reading books, learning resources, writing materials to support home learning and activities. • Funded places at Breakfast Club and after school club for identified pupils • Fund school uniform for all PP children 	<p>Maslow’s hierarchy of needs show the importance of:</p> <ul style="list-style-type: none"> • Physiological needs – food, water, clothing... • Safety • Love and belonging • Esteem • Self Actualisation - becoming the most that they can be. <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p>	<p>1,2 & 5</p>

<ul style="list-style-type: none"> • Food parcels for identified pupils during holiday times, or times of crisis. 		
<p>To support families through complex situations, with a shared understanding of targeted support both in and out of school.</p> <p>We will continue to employ a Family Support Practitioner to support families undergoing complex situations. The FSP will signpost, support and check-in with the family and child. Shared Thrive assessments along with school and home action plans will ensure that a clear approach for addressing any areas identified – promoting optimum social and emotional development.</p>	<p>EEF 'Parental Engagement' shows an average increase of +4 months. It cites supporting through:</p> <ul style="list-style-type: none"> • More intensive programmes for families in crisis. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2

Total budgeted cost: £ £48,490

Additional staff to be sourced / hours increased to support interventions and small group support (February 2022) Budget costs yet to reflect this.

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.

Aim	Outcome
<p>Increase pupils' self-esteem, self-confidence and resilience through the school's Early Help strategies and Thrive approach support programme, FSP therapeutic programmes such as drawing and talking.</p> <p>Staff to be trained in Thrive approach to support a range of emotional needs.</p>	<p>On return to school following the lockdowns there was an increased need for SEMH support for pupils, which included support for bereavement, anxiety and self-esteem. Whilst many disadvantaged and vulnerable children were invited into school during lockdown periods, many children had been isolated during lockdowns and needed support for social interaction and resilience. The initial allocation for Thrive support was increased, with Family Thrive training undertaken and increased hours of Family Support provision to meet demand of children and parents, particularly during the Summer term.</p> <p>All staff undertook training for ACEs (Adverse Childhood Experiences), and trauma during lockdown in order to provide additional support for pupils.</p>
<p>To ensure a whole school understanding of the barriers to learning for each PP child, which will include involvement and support from outreach services.</p>	<p>During the lockdown periods, support for PP children consisted of weekly door step visits to check on children's and families wellbeing, deliver learning resources (inc. Chromebooks) and food parcels – through our ongoing work with Fareshare.</p> <p>Teachers used assessments, observations in class, discussions with families and children and analysis of the school's data to understand the barriers for each child. Assessments for reading, maths, writing and spelling identified key gaps in knowledge and understanding that were addressed through bespoke planning for each class resulting in a review of the school's curriculum in September 2021.</p>
<p>School interventions eg. Herts for Learning Reading Fluency, Beat Dyslexia, Plus 1, Power of</p>	<p>Assessments to identify specific gaps in learning at the end of each half term enabled staff to implement additional high quality and research</p>

<p>Two, Phonic Catch Up, pupil's literacy and maths skills will improve.</p>	<p>based interventions, which showed a positive impact on children's work in class.</p> <p>The lockdowns in summer 2020 and spring 2021 impacted on pupil access to some of these interventions, which could not be replicated virtually.</p> <p>From Autumn 2020 – Summer 2021 12% of Pupil Premium Children joined the school. 9% in KS2.</p> <p style="text-align: center;">From Autumn 2020 – Summer 2021 (with a Spring Lockdown):</p> <ul style="list-style-type: none"> • 30% of PP children moved from below ARE to ARE in Reading • 13% of PP children moved from below ARE to ARE in writing. • 23% of PP children moved from below ARE to ARE in Maths
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Externally provided programmes

Programme	Provider
One to One Maths Tutoring	Third Space Learning
Thrive Approach	Thrive
Lexplore	Lexplore Analytics
Little Wandle - Phonics	Little Wandle

Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Thrive assessments completed with each service child with targeted interventions to meet individual needs put in place.</p> <p>1:1 drop in sessions with Family Support Practitioner, increased during times of parental deployment.</p> <p>Breakfast & After School Club provision to meet the needs of parents whilst carrying out duties or deployed.</p> <p>Emotional literacy resources to support physically being apart from parent.</p> <p>Support for families in completing SAFFA forms and signposting for additional support if required.</p> <p>Intense support for children who were suffering from trauma from past deployments and separation from parents.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>66% of Services Children are at ARE in Reading, Writing and Maths.</p> <p>All children showed marked progress through the Thrive development strands.</p> <p>Children and parents developed a range of strategies to support: the countdown to deployment, period of separation, including recognising and 'being' with feelings and countdown to return.</p> <p>Previous triggers such as wearing military uniform have seen a reduction in heightened anxiety.</p>

Further information (optional)