# 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

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| Detail | Data |
| School name | Barningham CEVC Primary School |
| Number of pupils in school  | 81 |
| Proportion (%) of pupil premium eligible pupils | **FSM**: 12 **LAC**: 1 **Serv**:720 pupils (25%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 31.12.21 |
| Date on which it will be reviewed | 31.12.22 |
| Statement authorised by | HT & Governors |
| Pupil premium lead | Stephany Hunter  |
| Governor / Trustee lead | Claire Walker |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £23,584 |
| Recovery premium funding allocation this academic year | £3,160 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £26,744 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Barningham CEVC Primary school, our mission statement is to grow in faith, grow in our learning and grow our future world. We have a strong belief that this concept of growth and ambition is key for our disadvantaged pupils as well as our whole pupil community. As a small, rural village school, our pupils face the disadvantage that rurality brings from lack of access to public transport and suitable road networks as well as the social isolation and lack of public spaces/activities to be a part of. Our goal is to be a community hub for families and the community alike, a supportive structure for early help and intervention and to be true champions for all our pupils whether disadvantaged or not.One of our values is ‘to be ambitious’ and this is something we hold true to when creating our strategy for pupil premium. We have the fundamental belief that all children need access to high quality teaching and this forms the heart of our strategy. In addition to this, a strong focus on early identification and support with phonics, reading and language development through a strong early years provision. This way, pupils are caught early to reduce the attainment gap over time between disadvantaged pupils and their peers. Due to COVID-19 and the national lockdowns, the gap between disadvantaged pupils and their peers widened. As a result, the recovery premium as well as the pupil premium and recovery grant will be used towards tuition both in house and through the national tuition partners.There is also a strong link between mental health and our disadvantaged pupils and therefore our wellbeing strategy and support network is woven throughout our wider school strategies through emotional literacy support and through external agencies where applicable. This includes a focus on attendance and ensuring that disadvantaged pupils attendance improves to ensure they are able to make progress in their learning.Above all,our pupil premium strategy is based on analysis of the needs of individual pupils and is regularly assessed and reviewed to meet the needs of all of our learners, championing them all to be ambitious and reach their full potential. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Evidence suggests that disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers. |
| 2 | Evidence collated indicates underdeveloped **oral language skills and vocabulary gaps** among many disadvantaged pupils.  |
| 3 | Internal assessments indicate that **maths attainment** among disadvantaged pupils is below that of non-disadvantaged pupils, particularly in relation to **basic number skills**. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| 4 | Our **attendance** data indicates that attendance among disadvantaged pupils has been between 2 - 2.6% lower than for non-disadvantaged pupils. 30 - 50% of disadvantaged pupils have been ‘persistently absent’ compared to 10 - 12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 5 | Observations and pupil progress meetings indicate that disadvantaged pupils in the school are less confident and resilient compared with their non disadvantaged peers. Their **behaviours for learning** as a result is impacted by their self-esteem and confidence. |
| 6 | Evidence collated has identified **social and emotional issues** for many pupils, notably due to low self-esteem, confidence, and anxiety, as well as a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  |

## 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.

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| Intended outcome | Success criteria |
| *Improved outcomes in phonics and reading attainment for disadvantaged pupils* | By 2023-2024:- At least 80% of disadvantaged pupil will pass PSC- Disadvantage reading attainment will be broadly in line with national by the end of KS1 and KS2 |
| *Improved oral language and vocabulary skills for disadvantaged pupils* | By 2023-2024:* Observations and assessments will indicate improved language skills
* EYs pupils will leave Reception with suitable language skills following early intervention
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| *Improved attainment in maths basic skills for all pupils, particularly our disadvantaged pupils* | By 2023-2024:* Maths attainment in EYs, KS1 and KS2 will show sustained improvement
* Maths progress scores will be above 0 in KS2
* Y4 MTC will indicate at least 70% of disadvantaged pupils pass
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| *To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.* | By 2023-2024:* the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.
* the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
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| *Improved behaviours for learning for disadvantaged pupils* | By 2023-2024:* Observations and behaviour incidents will indicate that disadvantaged pupils have strong behaviours for learning and develop in confidence by attending our school.
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| *To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.* | By 2023-2024:* qualitative data from student voice, student and parent surveys and teacher observations will indicate improved wellbeing
* Children will be able to speak confidently to improve their mental health and wellbeing
* a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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## 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: £ *10,244*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhance maths curriculum and teaching of mathsPurchase of maths resources to aid mathematical understandingInvestment in staff training for maths and early number development with the Maths HubImplement mastering number sessions in KS1 and EYs | [Research Review Series: Maths](https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics#conclusion)high-quality maths education may have the following featuresSchool-wide approaches to calculation and presentation in pupils’ books.School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other. | 3 |
| Investment in staff training around oral literacy and language development including ELKLAN, speech and language and NELI | [EEF Oral Language Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. | 2 |
| Purchase of a DfE validated Systematic synthetic phonics programme (SSP) to secure stronger phonics teaching for all pupils. | [DfE Choosing a phonics teaching programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes)[EEF Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)Schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged. | 1 |
| Purchase PIRA & PUMA diagnostic tests to ensure robust methods of assessment and gap analysis | [EEF Guide to the Pupil Premium](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf?v=1636978402)Gaining a thorough knowledge of your disadvantaged pupils levels of attainment is the first step in developing an effective pupil premium strategy. | 1 and 3 |

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

Budgeted cost: £ *9,800*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who have fallen behind | [EEF Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months) | 1 |
| Pupil premium champion and mentor to develop pupils both in class and through targeted intervention including speech and language, maths and phonics | [EEF Oral Language Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.[EEF 1 to 1 Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 1, 2, 3, 5 and 6 |
| Implement NELI within Reception focusing on early identification  | [EEF NELI Training Model](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=neli)We are part of this training model currently. NELI has demonstrated its potential to support young pupils in need of support with spoken language.  | 2 |
| Maths tuition through the National Tutoring programme | [EEF Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. | 3 |

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

Budgeted cost: £ *6,700*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff training on Restorative Justice in line with our vision and plans for behaviour managementPupil Premium champion to work with pupils within the classroom, developing self-esteem and confidence | [EEF Learning Behaviours](https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours?utm_source=/guidance-for-teachers/learning-behaviours&utm_medium=search&utm_campaign=site_search&search_term=behaviour)[EEF Behaviour Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. | 5 and 6 |
| Emotional Literacy Support Assistant time to be allocated to disadvantaged pupilsSubscription to ELSA website and resourcesEmbed whole school strategy for mental health and wellbeing including training for mental health first aiders as well as working with mental health support team | [EEF Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. | 5 and 6 |
| Embed good practice for attendance through working closely with EWO and reviewing attendance proceduresWorking with families through early help and external agencies for support | [DfE Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)1. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.
2. Create action plans in partnership with families and other agencies that may be supporting families, for example, children’s social care and early help services. Commission or deliver interventions to improve attendance.
 | 4 and 6 |

**Total budgeted cost: £23,674**

# 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.

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| See <https://www.barningham.suffolk.sch.uk/wp-content/uploads/2022/01/PP-Strategy-Impact-Statement-2020-2021.docx> for a detailed review of the pupil premium strategy outcomes from last academic year. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | We had additional ELSA support sessions for service pupils especially during moments of mobility for the child.They also received in class support through the pupil premium champion mentor Some pupils accessed additional catch up phonics sessions who had fallen behind. |
| What was the impact of that spending on service pupil premium eligible pupils? | Assessments demonstrated progress, especially in phonics and readingStaff observed improvements in mental health and wellbeing for service pupils. |

# Further information (optional)

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| *This diagram indicates how the school uses the PP grant to ensure high quality teaching, targeted support and wider strategies throughout the school.* |