

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Barningham CEVC Primary School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	<b>FSM: 15 LAC: 3 Serv:2</b> 20 pupils (25%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (2 <sup>nd</sup> year of current plan)
Date this statement was published	31.12.21 (rev. 31.12.22)
Date on which it will be reviewed	31.12.23
Statement authorised by	HT & Governors
Pupil premium lead	Stephany Hunter
Governor / Trustee lead	Claire Walker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,165
Recovery premium funding allocation this academic year	£1,044
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	£22,209

# Part A: Pupil premium strategy plan

## Statement of intent

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.

In the last academic year, we have seen high levels of mobility where many of our new arrivals are in receipt of the pupil premium grant. This has meant that we have adapted our strategy to reflect this change within our school.

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.

Challenge number	Detail of challenge
1	Evidence suggests that disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
2	Evidence collated indicates underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils.
3	Internal assessments indicate that <b>maths attainment</b> among disadvantaged pupils is below that of non-disadvantaged pupils, particularly in relation to <b>basic number skills</b> .
4	Our <b>attendance</b> 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 has been 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 <b>behaviours for learning</b> as a result is impacted by their self-esteem and confidence.
6	Evidence collated has identified <b>social and emotional issues</b> for many pupils, notably due to low self-esteem, confidence, and anxiety. This is also interwoven with safeguarding concerns where all children open to CIN or CAF are also pupil premium. These challenges particularly affect disadvantaged pupils, including their attainment.
7	<b>New arrivals</b> during the summer and autumn term of 2022 indicate that 83% of these new pupils are in receipt of the pupil premium grant. Half of these pupils have attended multiple schools before attending Barningham CEVCP.

## 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
<i>Improved outcomes in phonics and reading attainment for disadvantaged pupils</i>	By 2023-2024: <ul style="list-style-type: none"> <li>- At least 80% of disadvantaged pupil will pass PSC</li> <li>- Disadvantage reading attainment will be broadly in line with national by the end of KS1 and KS2</li> </ul>
<i>Improved oral language and vocabulary skills for disadvantaged pupils</i>	By 2023-2024: <ul style="list-style-type: none"> <li>- Observations and assessments will indicate improved language skills</li> <li>- EYs pupils will leave Reception with suitable language skills following early intervention</li> </ul>
<i>Improved attainment in maths basic skills for all pupils, particularly our disadvantaged pupils</i>	By 2023-2024: <ul style="list-style-type: none"> <li>- Maths attainment in EYs, KS1 and KS2 will show sustained improvement</li> <li>- Maths progress scores will be above 0 in KS2</li> <li>- Y4 MTC will indicate at least 70% of disadvantaged pupils pass</li> </ul>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	By 2023-2024: <ul style="list-style-type: none"> <li>- 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%.</li> <li>- 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.</li> </ul>
<i>Improved behaviours for learning for disadvantaged pupils</i>	By 2023-2024: <ul style="list-style-type: none"> <li>- Observations and behaviour incidents will indicate that disadvantaged pupils have strong behaviours for learning</li> </ul>

	and develop in confidence by attending our school.
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<p>By 2023-2024:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations will indicate improved wellbeing</li> <li>- Children will be able to speak confidently to improve their mental health and wellbeing</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<i>To have a robust induction plan for new arrivals so that handover is appropriate and pupils are given the best start to their new school setting</i>	<p>By 2023-2024:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations will indicate a robust induction</li> <li>- Needs are assessed both academically and socially to support in planning best ways to support pupils when joining the school.</li> <li>- Appropriate handover from previous school will ensure that all SEND, safeguarding and academic needs are known as soon as a pupil joins so that we can continue the work from the pervious school, prioritising the impact on progress.</li> </ul>

## 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: £ 9,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance maths curriculum and teaching of maths</p> <p>Investment in staff training for maths and early number development with the Maths Hub and White Rose CPD</p> <p>Continue to implement mastering number sessions in KS1 and EYs</p>	<p><a href="#">Research Review Series: Maths</a> high-quality maths education may have the following features</p> <p>School-wide approaches to calculation and presentation in pupils' books.</p> <p>School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.</p>	3
<p>Investment in staff training around oral literacy and language development including ELKLAN, speech and language and NELI</p>	<p><a href="#">EEF Oral Language Interventions</a> Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	2 and 7
<p>Continue to implement a DfE validated Systematic synthetic phonics programme (SSP) to secure stronger phonics teaching for all pupils.</p>	<p><a href="#">DfE Choosing a phonics teaching programme</a> <a href="#">EEF Phonics</a></p> <p>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.</p>	1 and 7
<p>Purchase NTS diagnostic tests to ensure robust methods of assessment and gap analysis</p>	<p><a href="#">EEF Guide to the Pupil Premium</a> Gaining a thorough knowledge of your disadvantaged pupils levels of attainment is the first step in developing an effective pupil premium strategy.</p>	1, 3 and 7

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

Budgeted cost: £ 6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who have fallen behind	<p><a href="#">EEF Phonics</a></p> <p>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)</p>	1 and 7
Pupil premium champion and mentor to develop pupils both in class and through targeted intervention including speech and language, maths and phonics	<p><a href="#">EEF Oral Language Interventions</a></p> <p>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.</p> <p><a href="#">EEF 1 to 1 Tuition</a></p> <p>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.</p>	1, 2, 3, 5, 6 and 7
Implement NELI within Reception focusing on early identification	<p><a href="#">EEF NELI Training Model</a></p> <p>We are part of this training model currently. NELI has demonstrated its potential to support young pupils in need of support with spoken language.</p>	2
Maths tuition through the National Tutoring programme or school led tutors	<p><a href="#">EEF Small Group Tuition</a></p> <p>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.</p>	3 and 7

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

Budgeted cost: £ 5,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on Behaviour in line with our vision and plans for behaviour management</p> <p>Pupil Premium champion to work with pupils within the classroom, developing self-esteem and confidence</p>	<p><a href="#">EEF Learning Behaviours</a></p> <p><a href="#">EEF Behaviour Interventions</a></p> <p>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.</p>	<p>5 and 6 and 7</p>
<p>Emotional Literacy Support Assistant time to be allocated to disadvantaged pupils</p> <p>Subscription to ELSA website and resources</p> <p>Embed whole school strategy for mental health and wellbeing including training and working with mental health support team</p>	<p><a href="#">EEF Social and Emotional Learning</a></p> <p>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.</p>	<p>5 and 6 and 7</p>
<p>Embed good practice for attendance through working closely with EWO and reviewing attendance procedures</p> <p>Working with families through early help and external agencies for support</p>	<p><a href="#">DfE Improving School Attendance</a></p> <p>Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>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.</p>	<p>4 and 6 and 7</p>

**Total budgeted cost: £22,209**



## 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

Schools are not required to publish their 2022 Key Stage 2 results however we have analysed the performance of disadvantaged pupils during the academic year 2021/2022 using EYFS, KS1, KS2, Phonics and internal data to support us in judging the impact of our actions as well as the impact of the COVID-19 pandemic on our disadvantaged pupils.

In the academic year 2021/2022 we didn't have disadvantaged pupils in EYFS or end of KS1. In phonics, 33% of 3 pupils achieved the expected standard in phonics (1 pupil), 33% of pupils made strong progress from their initial mock phonics – an increase of 20 marks as a result of tuition.

In KS2 100% of disadvantaged pupils (2 pupils) reached the expected standard in Reading, writing and maths combined and all achieved positive progress scores from their KS1 assessments.

The grid below indicates the attainment of pupil premium and FSM pupils against the rest of our school. What this indicates is the rapid progress of disadvantaged pupils across the school since the return to schooling post COVID-19. This has been particularly evident in reading where the whole school focus has been on developing effective teaching in phonics and daily 1:1 reading. This has supported in diminishing the difference between disadvantaged and non-disadvantaged pupils at Barningham CEVCP especially in reading. In fact, the attainment of disadvantaged pupils in our school is higher than our non pupil premium pupils.

When this is broken down to our FSM pupils, they are now achieving broadly in line with their non-FSM peers and the gap is narrowing throughout the year. This has been as a result of looking at FSM pupils as individuals, identifying their barriers and action planning for these.

Forward planning for this academic year, the priority now needs to move towards writing. Even though FSM pupils are making progress, this progress has been slower in writing and overall attainment is lower in writing compared with reading and maths. An evaluation of barriers to writing will need to be carried out and the strategy statement amended to reflect a shift in focus towards improving writing outcomes.

81 pupils		Missing Assessment		Risk or Higher		At or Higher	
Reading	No. (%)	No. (%)		Aut1 21-22	Sum2 21-22	Aut1 21-22	Sum2 21-22
Pupil Premium	22 (27.2%)	4 (18.2%)	14 (23.7%)	50.0%	77.8%	38.9%	72.2%
Not Pupil Premium	59 (72.8%)	4 (18.2%)	14 (23.7%)	57.8%	66.7%	31.1%	66.7%
Difference (change in difference):				7.8	11.1 (3.3)	7.8	5.5 (-2.3)
FSM	15 (18.5%)	4 (26.7%)	14 (21.2%)	54.5%	72.7%	54.5%	63.6%
Not FSM	66 (81.5%)	4 (26.7%)	14 (21.2%)	55.8%	69.2%	28.8%	69.2%
Difference (change in difference):				1.3	3.5 (2.2)	25.7	5.6 (-20.1)

81 pupils		Missing Assessment		Risk or Higher		At or Higher	
Writing	No. (%)	No. (%)		Aut1 21-22	Sum2 21-22	Aut1 21-22	Sum2 21-22
Pupil Premium	22 (27.2%)	4 (18.2%)	14 (23.7%)	44.4%	66.7%	33.3%	66.7%
Not Pupil Premium	59 (72.8%)	4 (18.2%)	14 (23.7%)	44.4%	51.1%	17.8%	46.7%
Difference (change in difference):				0.0	15.6 (15.6)	15.5	20.0 (4.5)
FSM	15 (18.5%)	4 (26.7%)	14 (21.2%)	54.5%	54.5%	45.5%	54.5%
Not FSM	66 (81.5%)	4 (26.7%)	14 (21.2%)	42.3%	55.8%	17.3%	51.9%
Difference (change in difference):				12.2	1.3 (-10.9)	28.2	2.6 (-25.6)

81 pupils		Missing Assessment		Risk or Higher		At or Higher	
Mathematics	No. (%)	No. (%)		Aut1 21-22	Sum2 21-22	Aut1 21-22	Sum2 21-22
Pupil Premium	22 (27.2%)	4 (18.2%)	14 (23.7%)	50.0%	72.2%	22.2%	72.2%
Not Pupil Premium	59 (72.8%)	4 (18.2%)	14 (23.7%)	44.4%	62.2%	22.2%	53.3%
Difference (change in difference):				5.6	10.0 (4.4)	0.0	18.9 (18.9)
FSM	15 (18.5%)	4 (26.7%)	14 (21.2%)	54.5%	63.6%	36.4%	63.6%
Not FSM	66 (81.5%)	4 (26.7%)	14 (21.2%)	44.2%	65.4%	19.2%	57.7%
Difference (change in difference):				10.3	1.8 (-8.5)	17.2	5.9 (-11.3)

## 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
RWI Phonics	Ruth Miskin

## Service pupil premium funding (optional)

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

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 sessions who had fallen behind.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments indicated below show that service pupils have made strong progress over the academic year 2021/2022 and are out-performing not service children across all three subjects.



## Diminishing Differences Report

Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (81 pupils)

20 January 21

81 pupils		Missing Assessment	Risk or Higher		At or Higher	
Reading	No. (%)	No. (%)	Aut1 21-22	Sum2 21-22	Aut1 21-22	Sum2 21-22
Service Children	6 (7.4%)	0 (0%)	50.0%	83.3%	16.7%	83.3%
Not Service Children	75 (92.6%)	18 (24.0%)	56.1%	68.4%	35.1%	66.7%
Difference (change in difference):			6.1	14.9 (8.8)	18.4	16.6 (-1.8)

81 pupils		Missing Assessment	Risk or Higher		At or Higher	
Writing	No. (%)	No. (%)	Aut1 21-22	Sum2 21-22	Aut1 21-22	Sum2 21-22
Service Children	6 (7.4%)	0 (0%)	33.3%	83.3%	16.7%	83.3%
Not Service Children	75 (92.6%)	18 (24.0%)	45.6%	52.6%	22.8%	49.1%
Difference (change in difference):			12.3	30.7 (18.4)	6.1	34.2 (28.1)

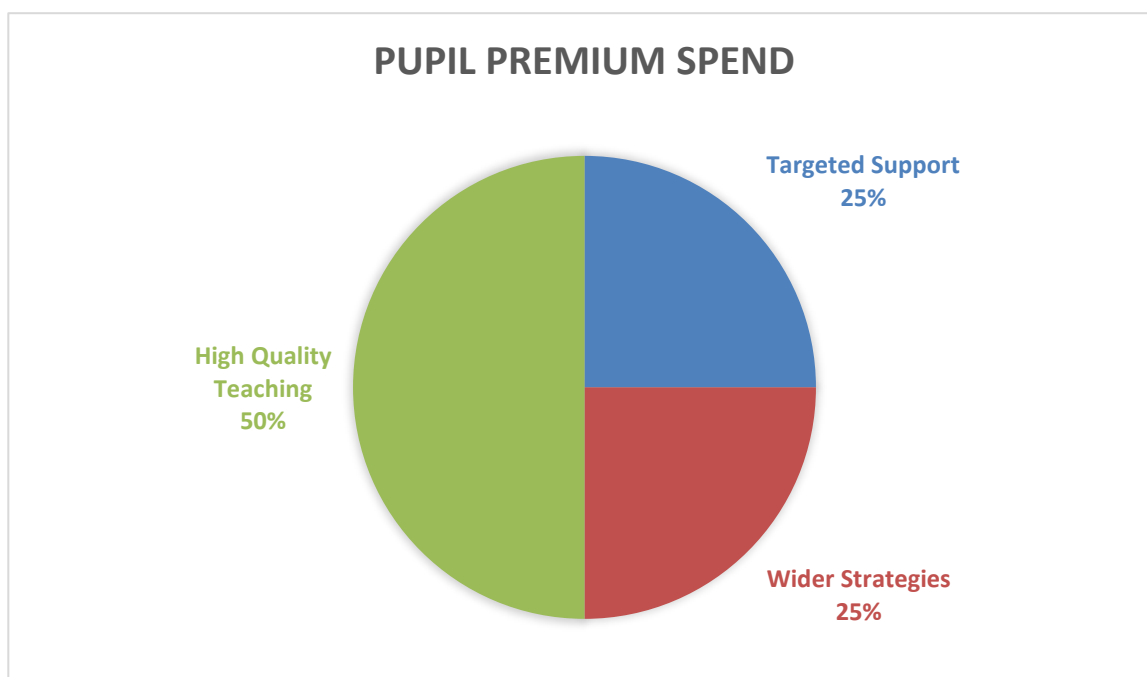
81 pupils		Missing Assessment	Risk or Higher		At or Higher	
Mathematics	No. (%)	No. (%)	Aut1 21-22	Sum2 21-22	Aut1 21-22	Sum2 21-22
Service Children	6 (7.4%)	0 (0%)	50.0%	83.3%	0%	83.3%
Not Service Children	75 (92.6%)	18 (24.0%)	45.6%	63.2%	24.6%	56.1%
Difference (change in difference):			4.4	20.1 (15.7)	24.6	27.2 (2.6)

**Difference Key:**

Widening	Narrowing	Unchanged
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## Further information (optional)

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



### **High Quality Teaching**

Maths Training  
 The Write Stuff training  
 RWI Phonics support and training  
 ELKLAN  
 SALT  
 Subject leader release for monitoring  
 White Rose  
 Developing Experts  
 Phonics Training  
 NTS Assessment Tests  
 NELI  
 Maths Hub  
 English Hub

### **Targeted Support**

1:1 Tuition  
 Small Group Tuition  
 Fast Track Phonics  
 Fresh Start Phonics  
 Pupil Premium Mentoring and support  
 Pupil Premium Champion  
 Pupil Progress Meetings

### **Wider Strategies**

ELSA  
 Attendance Support  
 Uniform  
 Trips  
 Breakfast clubs and after school club  
 Parent engagement  
 Early Help