

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	80
Proportion (%) of pupil premium eligible pupils	FSM: 10 LAC: 1 Serv:2 13 pupils (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (3 rd year of current plan)
Date this statement was published	31.12.21 (rev. 04.12.23)
Date on which it will be reviewed	31.12.24
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	£19,540
Recovery premium funding allocation this academic year	£2,000
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	£21,540

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.

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 with many pupils leaving and joining throughout the year. Over the last few years, we have seen a decrease in the proportion of pupils eligible for pupil premium attending our school. From 26% of pupils in 2020 to 16% in 2023. 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 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 .
4	Challenge removed: Attendance due to progress made (see impact)
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. 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	New arrivals during the academic year 2022-2023 indicate that 56% 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"> - 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
<i>Improved oral language and vocabulary skills for disadvantaged pupils</i>	By 2023-2024: <ul style="list-style-type: none"> - Observations and assessments will indicate improved language skills - EYs pupils will leave Reception with suitable language skills following early intervention
<i>Improved attainment in maths basic skills for all pupils, particularly our disadvantaged pupils</i>	By 2023-2024: <ul style="list-style-type: none"> - 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
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i> <i>(This target is already met Summer 2023)</i>	By 2023-2024: <ul style="list-style-type: none"> - 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.
<i>Improved behaviours for learning for disadvantaged pupils</i>	By 2023-2024: <ul style="list-style-type: none"> - Observations and behaviour incidents will indicate that disadvantaged pupils have strong behaviours for learning and develop in confidence by attending our school.

<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p>	<p>By 2023-2024:</p> <ul style="list-style-type: none"> - 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
<p><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>	<p>By 2023-2024:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations will indicate a robust induction - Needs are assessed both academically and socially to support in planning best ways to support pupils when joining the school. - 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.

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: £ 10,700

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>Research Review Series: Maths 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, speech and language and NELI. Focus on whole class implementation of NELI within EYFS</p>	<p>EEF Oral Language Interventions 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>DfE Choosing a phonics teaching programme EEF Phonics</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>EEF Guide to the Pupil Premium Gaining a thorough knowledge of your disadvantaged pupils levels of</p>	1, 3 and 7

	attainment is the first step in developing an effective pupil premium strategy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who have fallen behind	EEF 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 and 7
Implement NELI within Reception focusing on early identification	EEF NELI Training Model 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 & Writing tuition through school led tutors	EEF 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 and 7

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

Budgeted cost: £ 4,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on Behaviour in line with our vision and plans for behaviour management Behaviour team to adapt school behaviour	EEF Learning Behaviours EEF Behaviour Interventions Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate	5 and 6 and 7

policy, using self-regulation / positive behaviour approaches	combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	
<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>EEF Social and Emotional Learning</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>	5 and 6 and 7
<p>To continue to 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>DfE Improving School Attendance</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>	4 and 6 and 7

Total budgeted cost: £21,540

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 academic year 2022/2023 we had 2 disadvantaged pupils in EYFS, 0 pupils in Y1 and 16 pupils in Y2-Y6.

In EYFS, both pupils did not reach GLD but both pupils achieved ELG for word reading and made substantial progress from their starting points.

In phonics, 100% of pupils achieved the expected standard in phonics in Y2. There were no disadvantaged pupils in Y1.

In KS1, there were 5 disadvantaged pupils. 60% reached expected standard in reading, 40% in writing & 80% in maths with a combined of 40%. This was greater than non-pupil premium peers in all areas except writing.

In KS2, there were 5 disadvantaged pupils including 2 new arrivals which skewed this data set.

Attainment of PP pupils Summer 2023 (Y1-Y6)

Reading	11 out of 16	69%
Writing	8 out of 16	50%
Maths	11 out of 16	69%

However, 3 new pupils joined the school during the academic year 2022-2023. 2 of these in Y6 and therefore impacted KS2 SATs outcomes.

Removing these pupils from our summaries show the following for 13 pupil premium pupils (see next page):

Diminishing Differences Report

Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (73 pupils)

73 pupils		Missing Assessment	Risk or Higher		At or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Sum2 21-22	Sum2 22-23	
Pupil Premium	16 (21.9%)	3 (18.8%)	69.2%	76.9%	61.5%	76.9%	6.4
Not Pupil Premium	57 (78.1%)	9 (15.8%)	70.8%	66.7%	68.8%	60.4%	5.6
Difference (change in difference):			1.6	10.2 (8.6)	7.3	16.5 (9.2)	

73 pupils		Missing Assessment	Risk or Higher		At or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Sum2 21-22	Sum2 22-23	
Pupil Premium	16 (21.9%)	3 (18.8%)	53.8%	69.2%	53.8%	53.8%	6.2
Not Pupil Premium	57 (78.1%)	9 (15.8%)	54.2%	64.6%	45.8%	50.0%	5.7
Difference (change in difference):			0.4	4.6 (4.2)	8.0	3.8 (-4.2)	

73 pupils		Missing Assessment	Risk or Higher		At or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Sum2 21-22	Sum2 22-23	
Pupil Premium	16 (21.9%)	3 (18.8%)	61.5%	76.9%	61.5%	76.9%	6.7
Not Pupil Premium	57 (78.1%)	9 (15.8%)	58.3%	66.7%	50.0%	52.1%	5.9
Difference (change in difference):			3.2	10.2 (7.0)	11.5	24.8 (13.3)	

Difference Key: Widening Narrowing Unchanged

This shows that pupil premium pupils are making progress at a faster rate than non-pupil premium pupils in our school across all 3 subjects at above 6 steps progress on average. It also shows that pupil premium pupils are out performing non pupil premium pupils across all subjects, especially so in Reading & Maths.

This shows the impact of focus on using tuition grant to pay for maths tuition for pupil premium pupils at risk of falling behind. It also shows the impact of focused phonics intervention and 1:1 reading to ensure all pupil premium pupils can read fluently.

However, despite the progress within writing being at 6.2, writing attainment remains low at 53.8% and will continue to be an area of focus for pupil premium pupils moving forward. This indicates that pupil premium pupils have 'further to travel' to catch up in writing but if they continue with this rate of progress, they will close the gap further.

Contextual Changes

In the last academic year, we have seen high levels of mobility with many pupils leaving and joining throughout the year. Over the last few years, we have seen a decrease in the proportion of pupils eligible for pupil premium attending our school. From 26% of pupils in 2020 to 16% in 2023. This has meant that we have adapted our strategy to reflect this change within our school.

This is especially true for service pupils where in 2020 we had 13 service pupils compared with 2 in 2023.

Due to the work on attendance last academic year, the gap between pupil premium pupils and their peers significantly reduced where in fact, attendance for pupil premium pupils was higher than average when compared with their non pupil premium peers. This means it has now been removed as a challenge this 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

Programme	Provider
RWI Phonics	Ruth Miskin

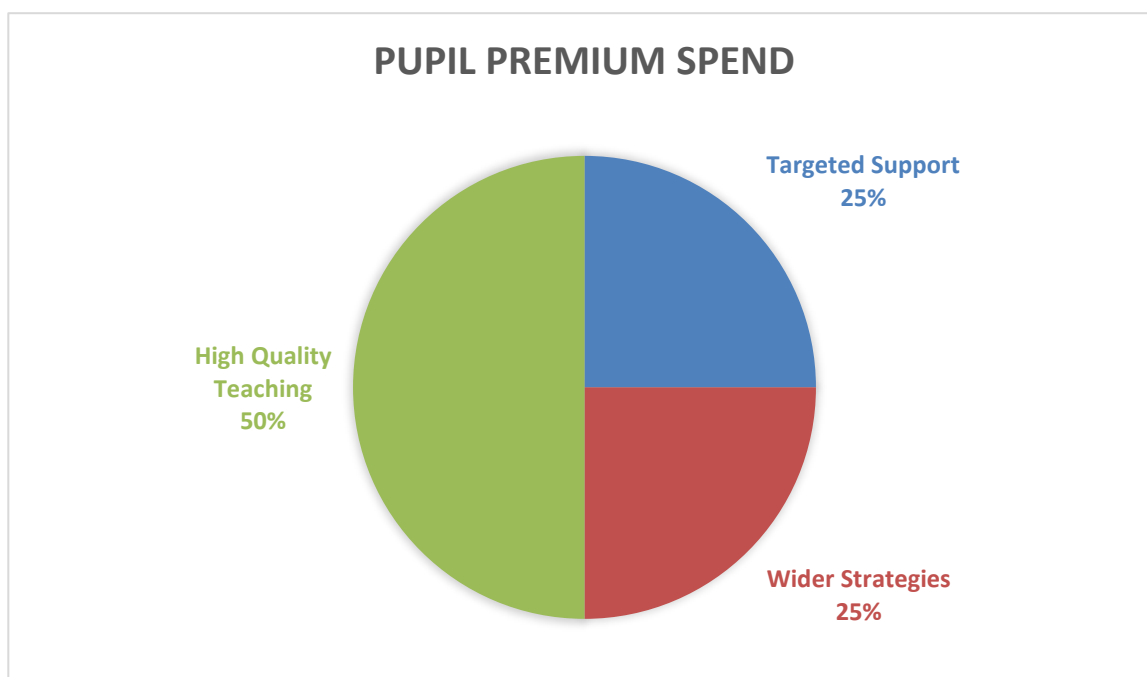
Service pupil premium funding (optional)

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 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 2022/20223 and are out-performing non service children across all three subjects.

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