Pupil Premium Strategy Statement 2021-2024



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  | Pineham Barns Primary School |
| Number of pupils in school  | 285 |
| Proportion (%) of pupil premium eligible pupils (including service pupil premium)  | 30 (11%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)  | 2021 - 2024 |
| Date this statement was published  | October 2021 |
| Date on which it will be reviewed  | July 2022 |
| Statement authorised by  | Caroline Stewart |
| Pupil premium lead  | Ian Sinnamon |
| Governor / Trustee lead  | Performance Committee Chair – Liz White |

Funding overview

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| Detail  | Amount  |
| Pupil premium funding allocation this academic year (including service pupil premium  | £42,350 |
| Recovery premium funding allocation this academic year  | £4,640 |
| 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  | £46,990 |

Part A: Pupil premium strategy plan

Statement of intent

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| At Pineham Barns Primary School all staff members aim to meet the pastoral, social and academic needs of disadvantaged pupils within a caring a nurturing environment. We are committed to nurturing a love for learning within our pupils, giving them the skills and knowledge to be ambitious and meet their full potential.Our objectives are to:* Remove barriers to learning created by family circumstance and background
* Meet the social and emotional needs of our pupils, with a focus on wellbeing and developing resilience.
* Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
* Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
* Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers we will:* Provide all staff with high quality CPD to ensure that pupils’ academic and emotional needs are understood and met.
* Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
* Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences, uniform and other necessary resources.
* Provide opportunities for all pupils to participate in enrichment activities including sport and music
* Provide appropriate well-being support for pupils and families in order for pupils to access learning within and beyond the classroom.
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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 | Readiness for learning of pupils |
| 2 | Parental engagement / support at home / families emotional needs |
| 3 | Academic ability |
| 4 | School attendance and punctuality |
| 5 | Access to wider opportunities |

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  |
| Year One Phonics | All disadvantaged children achieve their individual targets and make at least expected progress. |
| Ks1 SATs | All disadvantaged children achieve their individual targets and make at least expected progress. |
| Ks2 SATs | All disadvantaged children achieve their individual targets and make at least expected progress. |
| Pupils in receipt of pupil premium funding are funded to take part in sports, music and language clubs and other enrichment experiences that enable the whole child. | 90%+ of disadvantaged pupils take up an enrichment experiences offered. |
| High levels of attendance for pupil premium children. | Ensure attendance of disadvantaged pupils is at least in line with peers. |

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: £25,000

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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
| CPD for all staff on individual identified needs | Staff are able to better support and meet the varied needs of pupils. | 1 & 3 |
| Salary for additional KS2 teacher | Reduced class sizes (ratio of 1:15 or less) ensuring more teacher pupil interaction and focus | 1 & 3 |
| Salary for additional KS1 Teaching Assistants. | Reduced group sizes (ratio of 1:6 or less) ensuring more teacher / TA pupil interaction and focus.Identified gaps able to be covered in small group*(supported by EEF 2021)* | 1 & 3 |
| Salary for additional Ks2 Teaching Assistant  | Reduced group sizes (ratio of 1:6 or less) ensuring more teacher / TA pupil interaction and focus.Identified gaps able to be covered in small group | 1 & 3 |

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

Budgeted cost: £7,209

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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
| Training for additional programmes (SwitchOn Reading) | Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled*(supported by EEF 2021)* | 1 & 3 |
| Salary for Reading Teaching Assistant  | Children a listened to read and discuss a variety of text oftenChildren develop a love for reading.*(supported by EEF 2021)* | 1, 2 & 3 |

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

Budgeted cost: £14,781

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| Activity  | Evidence that supports this approach  | Challenge number(s) addressed  |
| Funding for uniform, equipment, resources and school trips. | All pupils have the necessary equipment.Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. | 1, 2 & 5 |
| Funding for access to before and after school clubs and interests | Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.Supporting working parents with wrap around care. | 1, 2, 4 & 5 |
| Salary of well-being support staff | Pupils are safe and are confident in themselves and can manage their emotions effectivelyStrengthened partnership with parents/carers.*(supported by EEF 2021)* | 1, 2 & 4 |
| Training for well-being staff to support pupils and families  | Staff are able to more effectively meet a varied range of emotion needs.*(supported by EEF 2021)* | 1, 2 & 4 |
| Funding for breakfast club. | All pupils have a settled start to the school day and are ready for learning No pupil starts the day hungry. | 1, 2 & 4 |

Total budgeted cost: £46,990

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account

**Key areas of impact**

* Attendance for disadvantaged pupils was 97% and above that of the school average and national.
* 70% (7/10) of disadvantaged children reached GLD in Reception. Those that did not reach GLD received additional support in areas of weakness to close the gap.
* 100% of disadvantaged children who were targeted to achieve 32+ on the phonics assessment reached their target. Those that did not achieve the pass mark made secure progress against their individual target.
* 66% (4/6) of disadvantaged pupils achieved expected in Reading, Writing and Maths. Those that did not achieve expected made at least secure progress against their individual targets.

Service pupil premium funding

*The school did not have any pupils in receipt of service pupil premium in 2020/21*

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 |
| TT Rockstars | Play.ttrockstars.com |
| SwitchOn Reading | http://www.targetliteracy.co.uk/interventions/switch\_on |
| Seesaw (Online Platform) | http://web.seesaw.me |