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 | 388 |
| Proportion (%) of pupil premium eligible pupils  (including service pupil premium) | 41 (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 (reviewed July 23) |
| Date on which it will be reviewed | July 2024 |
| 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 | £61,805 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £61,805 |

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. |

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. |
| 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: 35,000

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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: £10,000

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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 often  Children develop a love for reading.  *(supported by EEF 2021)* | 1, 2 & 3 |

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

Budgeted cost: £16,805

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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 effectively  Strengthened 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 |
| Funding towards attendance strategies | Children have a bespoke approach to increasing attendance through a reward system monitored by PP Leader. | 4 |

Total budgeted cost: £61,805,

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

**Key areas of impact 22/23**

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

* 88% of disadvantaged children met their ambitious targets in Reading, Writing and Maths in 2023 across the school.
* In Reception, 75% of disadvantaged children achieved GLD.
* 100% of disadvantaged children passed the phonics screening check in June 23.
* In Year 2, 78% of disadvantaged children achieved the expected standard in Writing and Maths with 33% meeting the higher standard. 67% achieved the expected standard in Reading with 22% meeting the higher standard.
* In Year Four, 89% of Disadvantaged children (8/9) achieved 25/25 on the MTC check, which is above that of their peers who achieved 83%.
* 100% of disadvantaged children achieved the expected standard in Reading, Writing and Maths combined in the KS2 SATs in 2023.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that disadvantaged children at Pineham Barns:

* Outperform children nationally in the Year 1 Phonics assessment that are disadvantaged (67% pass rate) and non-disadvantaged (83% pass rate)
* Outperform children nationally in the Key Stage 1 assessments in Writing and Reading when compared to disadvantaged and non-disadvantaged children. In Reading, disadvantaged children at Pineham Barns outperform disadvantaged children nationally, but are below that of non-disadvantaged.
* Significantly outperform children nationally in the MTC in Year 4 that are both disadvantaged (21% pass rate) and non-disadvantaged (33% pass rate)
* Significantly outperform children nationally in the Key Stage 2 assessments that are both disadvantaged (43% pass rate) and non-disadvantaged (66% pass rate).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

* Attendance for disadvantaged pupils remains consistent (94%) across the academic year and is slightly above national (93.8%) of non-disadvantaged children. It is significantly above disadvantaged children nationally (88.6%).
* 36% of disadvantaged children (Y2-6) had access to the National Tutoring Programme and received an additional support in core subjects, helping to narrow the gaps between them and their peers. 90% of the children that had this additional support reached the ambitious targets set for them.
* 69% of our disadvantaged children and families had access to bespoke well-being support offer, which is above that of non-disadvantaged children. This ranged from healthy cooking classes for parents and children to funding external agencies to support counselling for family bereavement.
* The behaviour and attitudes of our disadvantaged children continues to be exceptional and all children attend school ready to learn, supported by our wrap around strategies and robust monitoring process. No disadvantaged children were on behaviour report, internal or external exclusion in the academic year 22/23.
* 75% of disadvantaged children had accesses to a fully funded enrichment club for at least 1 term in the academic year. This is above 2021/22 which had a total of 67% of children attending enrichment clubs. The introduction of free and varied clubs such as computing and cross country enabled the school to target specific children.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that:

* The funding used to offer additional staff in key areas and the National Tutoring Programme has impacted positively on the outcomes of disadvantaged pupils and has ensured that in the majority of areas Pineham Barns disadvantaged children outperform children nationally.
* Well-being for our families is a fundamental aspect of our offer at Pineham Barns and through our Family Support Worker, funded partly through Pupil Premium funding, we are able to give families the support they need.
* Attendance strategies introduced in term 3 to target the children with the lowest attendance has had significant impact in a short amount of time. This will be a priority focus in September 2023 and key children have been identified.
* Disadvantaged children through use of funding were able to access a wide variety of additional clubs and trips, giving them opportunities beyond the academic.
* Whilst the percentage of children having access to enrichment clubs was below our target of 90% this was still an increase over last year. In the coming academic year we intend to utilise the expertise of our new PE cover in KS1 to offer bespoke sessions for our disadvantaged children.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Service pupil premium funding

*The school did not have any pupils in receipt of service pupil premium in 2020/21, 2021/22 or 2022/23*

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> |
| Reading Comprehension | <https://www.schofieldandsims.co.uk/comprehension/> |

Further Information

Planning, Implementation, and Evaluation Processes.

We used the EEF’s research to help inform our strategy and select the approaches most beneficial for our context and from our analysis these have had the impact we desired.

The Preston Hedge’s Trust Committee have monitored the planning, implementation and evaluation process across all the academy schools and share best practice and strategies.

Additionally, we will be taking part in the Northamptonshire *Closing the Gap* pilot focussing on developing disadvantaged children’s cognitive and linguistic skills as they start school.