



Barnfield School

Ambitious, Creative, Curious, Empathetic, Healthy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Barnfield Primary
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	21.08% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 to 2027
Date this statement was published	January 2024
Date on which it will be reviewed	January 2027
Statement authorised by	Duncan Quigley
Pupil premium lead	Duncan Quigley
Governor / Trustee lead	Wendy Kravetz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,920

Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years	£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	£152,550

Part A: Pupil premium strategy plan

Statement of intent

Barnfield Primary's intention is that all pupils make good progress and achieve high attainment across the curriculum, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning is at the heart of our approach, with a focus on identifying the areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Barriers

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

Challenge number	Detail of challenge
1	A small number of our pupils have emotional and behavioural difficulties, which can have an effect on academic progress
2	Many of our pupils display limited oral language skills. 78.92% of our pupils are EAL and of the remaining 21.08%, many have limited language skills
3	Many of our pupils are not exposed to opportunities outside of home and school life that develops learning and social skills. External visits give some opportunities for these pupils and provides the cultural capital needed for their future. High levels of crime in the local area contributes to this.

4	Many of our families have limited experience when it comes to reading in English. This affects the development of pupils' reading and writing skills.
5	A proportion of parents do not have the skillset or capacity to help their children's learning at home.

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>Diminish the difference in attainment between disadvantaged and non disadvantaged pupils in reading, writing and maths</i>	Those eligible for pupil premium will perform well across the curriculum and achieve in line with non pupil premium pupils in reading, writing and maths. This will be measured in Years 1 – 6 by teacher assessments and internal, as well as external, moderation exercises.
Support emotional and behavioural difficulties and those from vulnerable families	Children with emotional and behavioural difficulties will make better progress and have better attainment than currently. They will feel more secure in their emotional health and well-being. This will be measured in Years 1 – 6 by teacher assessments and internal, as well as external, moderation exercises. As well as this, it will be monitored through discussions at pupil progress meetings in accordance with intervention data and attendance data. Support from external agencies will provide further support.
Enrichment activities	Those eligible for pupil premium will have equal access to trips and extra-curricular activities to widen their experiences and cultural capital, bringing in line with other cohorts.
Support with phonics and reading at home	Children eligible for pupil premium will benefit from extra support with their phonics and reading. Families from disadvantaged backgrounds will be supported and training provided from the school so that support can be offered from home.
Prepare pupils for the next stage in their learning at transitional phases.	Pupils from disadvantaged backgrounds and vulnerable families will be provided support at particular transitional points. Children with emotional difficulties will be supported by the school for a successful transition to new phases in their school life.

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

Budgeted cost: £ £80,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
External safeguarding and wellbeing support (autumn term)	Safeguarding CPD for staff Practical advice to support challenging learners Wellbeing support to staff and parents to ensure resilient approaches	1, 2
Purchase of standardised assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Bug Club and books to support the programme)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4 and 5

Targeted academic support

Budgeted cost: £ 60,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intervention teachers</i></p> <p>EAL, phonics, early reading, times tables and pastoral support</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p><i>Learning mentor</i></p> <p><i>Support for emotional, social difficulties. Role model for identified pupils.</i></p>	<p>Support targeted at specific needs and emotional intelligence gaps can be an effective method to support low attaining pupils, those with social/emotional needs or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p><i>Targeted learning support</i></p>	<p>Specialist higher level teaching assistant support for learners.</p>	<p>1, 2, 4</p>
<p><i>Wrap around interventions</i></p>	<p>In our experience, targeting specific disadvantaged pupils to attend interventions increases engagement with work and help reduce attainment gaps</p>	<p>2, 3, 4, 5</p>

Wider strategies

Budgeted cost: £11,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment activities in the arts and sport and educational visits</i>	Enriching education has intrinsic benefits, giving those from a disadvantaged background a well-rounded and culturally diverse education Guidance for teachers/life skills/EEF	3
<i>Breakfast and after school club provision to support vulnerable families</i>	Breakfast clubs can reduce hunger, improve concentration and punctuality as well as help pupils to build positive relationships DFE evaluation of breakfast clubs	1, 5
<i>School transport</i>	Financially supports families from disadvantaged backgrounds – allowing disadvantaged pupils to attend trips, enrichment activities and sporting events.	3
<i>Lunchtime and afterschool sports coaches</i>	Based on our experiences, we have identified that pupils engagement at breaktime is increased with structured play activities, supporting the building of relationships and improving general behaviour.	1, 3
<i>Increased lunchtime provision</i>	Based on our experiences, we have identified that pupils engagement at breaktime is increased with structured play activities, supporting the building of relationships and improving general behaviour.	1
<i>Nurture group</i>	Nurture groups have been known to improve attainment for disadvantaged pupils as well as social and emotional learning. EEF and nurture group	1
<i>ELSA</i>	ELSA acknowledges that young people learn best when they feel happier and their emotional needs are being met. ELSA/EEF	1

<i>Speech and language</i>	Helping with the emotional and speech and language needs of targeted children	1, 2
----------------------------	---	------

Total budgeted cost: £ 152,550

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 2022 to 2023 academic year.

Last academic year, the funding allowed us to provide:

- Targeted learning support
- Financial support for families to fund the Year 6 residential trip
- Provision of lunchtime and after school clubs
- Financial support for pupils' music lessons

We also used funding to pay for extra staffing to support pupils in class, as well as provide interventions in order to lessen the attainment gap that widened during the pandemic.

We funded the support from external agencies such as BELs, Early Years targeted support, the Education Psychologist, the inclusion advisory team as well as staff training for ELSA to support the emotional well-being of pupils and families in our school community. This provided much needed support for those struggling to cope with demands placed on them in these unprecedented times.

Externally provided programmes

Programme
BUG club
CUSP
Compass for Life
TTRS
Learning by Questions
Walkthrus