

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	Barrow Hill Primary Academy
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	58 – 69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Rebecca Vodden-Page
Pupil premium lead	Rebecca Vodden-Page
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,330.00
Recovery premium funding allocation this academic year	£8,410
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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	£88,740.00

Part A: Pupil premium strategy plan

Statement of intent

Context

Barrow Hill Primary Academy is a smaller-than-average sized primary school. The proportion of pupils eligible for free school meals is well above that found nationally at 69%. The proportion of children with SEND is higher than found nationally. The proportion of traveller children attending the school is higher than national at 12%. The socio-economic background of the children is mixed. Many children live in households with multiple children, limited or no access to the internet and where there is access, the children often do not have suitable or enough devices. Limited IT, numeracy and adult literacy skills provide a barrier to learning at home. *“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”* (Covid-19 Support Guide for Schools – June 2020).

Our pupil premium strategy is driven by a desire to provide the opportunities and experiences which will enable all children to be the best they can be and achieve their maximum potential. As a school, we aim to mitigate the barriers and challenges our disadvantaged pupils face to ensure they can achieve their aspirations.

Teaching

Research informs us that high quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged children in our school. Therefore, high-quality teaching is at the heart of our approach. We are ambitious for all of our children and expect to sustain improved attainment and progress. Early literacy, in particular phonics, is an explicit and highly valued pedagogy as we know that this is a pre-determiner for future success. We will continue to focus our funding on strategies which support and develop our approach to reading, phonics, early language development and writing using the Ruth Miskin Read Write Inc scheme and continued partnership with St Wilfrid’s English Hub.

The school continues to be led by an NCETM Mastery Maths Specialist. Involvement with the East Midlands West Maths Hub, regional and national training ensures that staff are well trained and supported to deliver a coherent mathematics curriculum. Participation in the Sustaining Mastery Workgroup enables the school to benefit from teacher research groups and network opportunities with other schools focussing on mastery principles and practices. Continued investment in high quality materials, resources and training benefits all children in school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We try to strike an effective balance between using standardised assessment tools and teacher administered diagnostic assessments rooted in the classroom (assessment for learning strategies e.g. mini quizzes). For instance, when it comes to children’s reading, mathematics and SPaG, we invest

in NFER assessments to identify specific needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, all children are challenged in the work that they are set, we act early to intervene at the point need is identified and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Where children are identified as have Special Educational Needs, close attention is paid to their starting points and progress. These are measured using the Birmingham Toolkit. This approach provides teachers with a toolkit of teaching and learning strategies to support mainstream primary class teachers in the full Graduated Response of Assess-Plan-Do-Review, for all pupils working below age-related expectations in language, literacy and maths.

The socio-economic challenges our children face often result in the children requiring intense emotional support. Our overarching strategy is to build emotional resilience enabling all children to overcome the barriers they face and develop life lasting strategies and skills when faced with adversity or challenge.

Targeted academic support

For children who require additional support or catch up, 1:1 or small group tutoring will be delivered by the class teacher or highly skilled learning support assistant. Children in KS2 will continue to access the Read Write Inc scheme and use the Fresh Starts Programme to boost their progress. Children with specific learning needs e.g. dyslexia, will receive a tailor-made approach e.g. Beat Dyslexia.

Teachers know their children and their needs the best. School Led tutoring will be delivered throughout the year to address the gaps in learning as a result of the COVID-19 pandemic. After school provision and weekly tutors will deliver the tutoring.

Some children will require bespoke support for their emotional learning needs and to develop zones and strategies for regulation. These children will receive more intense support after their needs are assessed using the Boxall Profile. Targeted interventions such as Lego Therapy and ELSA will then be provided by the Learning Mentor. This will also feature within the wider strategies to support overall wellbeing of the children.

Wider strategies

Children who come from dis-advantaged backgrounds may be experiencing poverty. It is our ambition to poverty proof our school day and remove the barrier of hunger and access to resources. Even before the COVID-19 pandemic, our school was at the heart of the community providing a vital lifeline for our families to agencies, services and supporting with access food. During the height of the pandemic, the need within the village increased and our partnership with Magic Breakfast and Fareshare have ensured that our most vulnerable families have been fed. We have removed the stigma of food poverty by making our breakfast club free for all children and our weekly Fareshare shop continues to be well attended by families who need support. For those who can not come to school – we deliver. The appointment of a full time Early Help Assistant has ensured that families in need are identified and targeted swiftly.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped phonics, reading and writing skills among many disadvantaged pupils. These are evident from Reception through to KS2. Automaticity and fluency have stalled progress for some pupils
2	Low levels of resilience, self –belief and confidence due to poor social and emotional skills impacts on their ability to engage effectively with learning.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing
4	Socio-economic backgrounds have led to significant deprivation for some vulnerable families

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
Raise attainment in phonics and reading	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard.
Emotional resilience and regulation developed leading to improved behaviour and learning outcomes	Sustained high levels of wellbeing from 2024/25 demonstrated through qualitative data from pupil voice, pupil and parent surveys and teacher observations. Reductions in behavioural incidents particularly among disadvantaged pupils Improved outcomes across all areas of the curriculum due to increased stamina and resilience
Improve attainment in mathematics	KS2 mathematics outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard.
Improve attainment in writing	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged children met the expected standard
The school day is poverty proofed and vulnerable families are supported during their time in need	Reduction in families experiencing high level social care involvement Attendance for dis-advantaged children is in line with the national average or better Disadvantaged children are able to attend extra-curricular enrichment activities, residentials and educational visits

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: £47,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue in our standardised approach to phonics, reading and early writing through Ruth Miskin's Read Write Inc scheme £1,500	RWI is a SSP which is endorsed by the DfE and as such provides a programme which has a range of support materials available to support. Home learning tasks and 1:1 tutoring	1,2,3
Use RWI spelling programme throughout KS2 with accurate assessments identifying gaps in learning for targeted teaching £1,000	EEF Improving Literacy in KS2 key recommendation 6: Target teaching and support by accurately assessing pupil needs Teach writing composition strategies through modelling and supported practice Ruth Miskin 'Good spelling frees the mind to think'.	1,3
To use NFER assessments to carry out detailed analysis of gaps £1,200	Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery	1,3
Identify children in need of emotional therapy and support using the Boxall Profile Toolkit. £380	EEF suggests that programs aimed at promoting pupil's resilience and wellbeing could have a significant impact on academic achievement.	1,2,3,4
Subscribe to premium services offering teaching support materials to engage, enthuse and improve automaticity, fluency and understanding (TTRockstars, Numbots, White Rose Maths) £1000	Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery	1,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure early identification of poor oral language skills through speech therapist visit then implement therapy programme £1500</p>	<p>NAEYC 2014: “Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly (Fernald, Marchman, & Weisleder 2013).”</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance including the purchasing of textbooks (Inspire Maths) £1,000 Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery sustaining workgroup). £1,000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>To effectively deploy teaching assistants in the classroom to maximise attainment in reading and phonics. £29,416</p>	<p>EEF: Effective deployment of TAs is enhanced by training, self-assessment and monitoring of impact of TAs. Deployment should be measured, planned for and evaluated to have impact.</p>	<p>1,2,3</p>
<p>Enhance our repertoire of reading books and materials based resources audit, staff and pupil questionnaire. Focus on material suggested by disadvantaged boys £5,000</p>	<p>DfE Reading for Pleasure Report 2012 states, “In all countries, boys are not only less likely than girls to say that they read for enjoyment, they also have different reading habits when they do read for pleasure; with girls more likely to read fiction or magazines, and boys more likely to read newspapers or comics (OECD, 2010).”</p>	<p>1,3</p>
<p>To provide children with effective and purposeful feedback which enables metacognition.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it</p>	<p>1,2,3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	
<p>Use the Birmingham Toolkit for language, literacy and maths to support teachers in the full Graduated Response of Assess-Plan-Do-Review, for all pupils working below age-related expectations £900</p>	<p>EEF Special Educational Needs in Mainstream Guidance report. Key recommendation 2: Build an ongoing, holistic understanding of your pupils and their needs</p> <p>Birmingham toolkit: The development of the Birmingham SEN Toolkits are driven by a need to ensure that:</p> <ul style="list-style-type: none"> children with SEN make consistently high rates of progress in relation to their starting points gaps between areas of learning are closing the quality of teaching is highly responsive to children's needs 	1,3
<p>ICT with Mr P INSET training for all staff focussing on enhancing the curriculum through the use of digital technology £1,500</p>	<p>EEF Using Digital Technology to Improve Learning Guidance report. Key recommendation:</p> <ol style="list-style-type: none"> 1. Consider how technology will improve teaching and learning before introducing it 2. Technology can be used to improve the quality of explanations and modelling 3. Technology offers ways to improve the impact of pupil practice 4. Technology can play a role in improving assessment and feedback 	1,3,4
<p>Implement Read Write Inc Spelling across KS2 £1,500</p>	<p>EEF Improving Literacy in KS2 Guidance report key recommendation 5 Develop pupils' transcription and sentence construction skills through extensive practice</p> <p><i>'Fast and accurate spelling of an extensive vocabulary is a key component</i></p>	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<i>of writing fluency. Many of the skills that support word reading will also support spelling, but spelling demands great specificity and has different motor demands.⁷⁰ There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested’.</i>	
Music tuition delivered to all KS2 children for 30 weeks (15 weeks each class) £1,495	EEF Arts Participation: approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.	3,4
A whole school approach to wellbeing, mental health and relationships and health education with cross key stage themes to rebuild emotional resilience, regulation and develop relationships £1,000	EEF Improving Social and Emotional Learning in Primary Schools guidance report key recommendation 4: Use a SAFE curriculum: Sequential, Active, Focused and Explicit	2,3

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

Budgeted cost: £15,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutors to deliver a tutoring programme focussed on teaching gaps in learning 2 days x38 wks @£189 £14,364	EEF: “On average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.”	1,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutors to deliver Y6 group tutoring programme focussed on teaching gaps in learning for maths and SPaG. 1 hour x12 weeks @£25 per hour £300	Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery	1,3
Use Read Write Inc interventions to close the attainment gap in reading and phonics	Ruth Miskin - Read, Write, Inc, endorsed by DFE: "Fast Track Tutoring provides a simple, but powerful solution to accelerate pupils' reading progress and is available for Phonics - Years R to 4 (P1 to 5), and Fresh Start – Years 5 to 8 (P6 to S2)."	1
School based tutors to deliver 15 hours of tutoring to 15 children in small, focussed groups. 15 hours x 3@ £25 per hour £1,125	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £25,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Director of SEND, Learning Mentor and Head of Academy to hold meetings with teachers to identify support for targeted children £1,000 cover costs	In order to carefully track the progress of children with SEN and children who are disadvantaged, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.	1,2,3
To use Pupil Progress Reviews to identify and plan actions for targeted children.	Pupil progress reviews will direct teachers to explore the key concepts, skills and knowledge required by pupils	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus the work of our Early Help Assistant and Early Help Manager with our vulnerable children and families. Offer ELSA, Lego Therapy and counselling support for the children who are in significant need.</p> <p>£13,000</p>	<p>EEF: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."</p> <p>EEF suggests that programs aimed at promoting pupil's resilience and wellbeing could have a significant impact on academic achievement.</p>	1,2,3,4
<p>Provide a Magic Breakfast Club free for all children</p> <p>£6,000</p>		1,2,3,4
<p>Support disadvantaged families accessing educational visits and residential trips targeting children in Year 6 initially</p> <p>£2,555</p>	<p>The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	4
<p>Subsidise uniform costs for disadvantaged children ensuring that they have the appropriate clothing and equipment for the school day</p> <p>£500 book bags</p> <p>£2,000 uniform</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p>	4

Total budgeted cost: £47,896 + £15,789 + £25,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

Our internal data conducted at the end of academic year 2022-2023 demonstrated that performance for disadvantaged pupils is improving at the end of EYFS AND KS1 which demonstrates the impact the work that the school has put in to the curriculum and the provision for our disadvantaged pupils.

High quality phonics teaching, 1:1 tutoring and RWI interventions has closed the gap in reading achievement for many disadvantaged Y1 children with 67% passing the Y1 phonics screening check, which is in line with national figures.

In mathematics, we used the NCETM prioritisation documents to map the curriculum for the rest of the academic year and to prepare for transition. Summer term NFER and previous SATS assessments demonstrated progress from spring term suggesting that the interventions we selected had positive impact. By the end of Y2 , 74% of children met the expected standard in Maths, which is above the national figure of 56%.

Our KS2 Data was lower than in previous academic years in all areas of the curriculum. Gaps in knowledge resulted in children needing to revisit key knowledge from previous year groups. Some of this has been addressed through the deployment of school based tutors but for many children, longer time has been needed to understand concepts and address gaps. The travellers continue to perform below the expected standard. However, their scores and progress continue to be closely tracked and is improving.

One of our wider strategies was to improving attendance and readiness to learn for the most disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

DATA REVIEW 2023

Cohort		Nat 23	2022	2023
EYFS	GLD	67%	67	64
	Dis GLD	52%	50	67
Phonics	Yr 1	79%	70	78
	Dis Yr 1	67%	71	67
	Yr 2 Re	58%	50	66
	Dis Yr 2 Re	81%	100	50
	End KS1	89%	79	88
	Dis End KS1	81%	100	83
KS1	Expected+	68%	21	75
READING	GDS	19%	0	38
	Dis Exp+	54%	38	67
	Dis GDS	9%	0	17
KS1	Expected+	60%	7	50
WRITING	GDS	8%	0	0
	Dis Exp+	44%	13	67
	Dis GDS	3%	0	0
KS1	Expected+	70%	29	75
MATHS	GDS	16%	0	25
	Dis Exp+	56%	25	74
	GDS	8%	0	17

Cohort		National 23	2022	2023
KS2	Exp+	73%	40	20
READING	GDS	29%	7	0
	Dis Exp+	60%	38	14
	Dis GDS	17%	0	0
KS2	Exp+	71%	33	47
WRITING	GDS	13%	0	0

	Dis Exp+	58%	25	50
	Dis GDS	7%	0	0
KS2	Exp+	73%	20	13
MATHS	GDS	24%	13	0
	Dis Exp+	59%	13	14
	Dis GDS	13%	0	0
KS2	Exp+	59%	13	6.6
RWM	GDS	8%	0	0
	Dis Exp+	44%	0	7.1
	Dis GDS	3%	0	0

Externally provided programmes

Programme	Provider