Pupil premium strategy statement Barnwell Academy

School overview

Detail	Data
School name	Barnwell Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	1st December 2021
Date on which it will be reviewed	23rd July 2022
Statement authorised by	Ashley Emmerson
Pupil premium lead	Ashley Emmerson
Governor / Trustee lead	Stephen Wharton

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,940
Recovery premium funding allocation this academic year	£6,500
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	£94,440

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils at Barnwell Academy, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all subjects across the curriculum. The focus of our pupil premium strategy is to support and nurture disadvantaged pupils to achieve that goal and ensure they reach their full potential from their own starting point.

We will consider the challenges and barriers to learning faced by any vulnerable pupil in Barnwell Academy. The plan outlined in this statement is not limited to pupils considered disadvantaged.

Ensuring pupils have daily access to high quality teaching is at the heart of our approach. Identifying and focusing on areas in which disadvantaged pupils requires the most support will have the greatest impact on closing the disadvantaged attainment gap but it is recognised at the same time non-disadvantaged pupils in our school will benefit. We strive to ensure an effective teacher is in front of every class and every teacher supported to deliver a curriculum that is developed through an understanding of our pupil's backgrounds, life experiences and culture.

Targeted academic support will be carefully planned and delivered for those individuals who are not making good progress across the spectrum of achievement. One to one or small group intervention will be linked to classroom teaching.

Our strategy is also integral to wider school plans for high attainment. Non- academic barriers are developed with an importance on ensuring our pupils, particularly disadvantaged pupils have good attendance, behaviour and emotional support.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. We will not make assumptions but use professional expertise alongside research evidence to make informed decisions. We will:

- Deliver an aspirational, inclusive and holistic curriculum to all pupils
- Adopt a whole school approach in which staff have high expectations of disadvantaged pupils
- Intervene in a timely manner to ensure disadvantaged pupils have the opportunity to keep up.

Challenges

In- school barriers	
1.	Communication and oral language skills on entry to EYFS are below age expectation.
2.	Assessment and observation suggest disadvantaged pupils are not making the same progress in phonics as their peers. This results in disadvantaged pupils are not developing sufficient fluency in reading by the end of Key Stage 1.
3.	Disadvantaged pupils are not developing a love of reading in Key Stage 2 and reading widely enough. Understanding and use of high order vocabulary is not yet developed meaning disadvantaged pupils do not attain the higher reading standard.
4.	Fluency in maths (number) has declined during pandemic. As a result Maths attainment amongst disadvantaged pupils is lower than non-disadvantaged pupils.
5.	Attendance for disadvantaged pupils, particularly those in receipt of free school meals, is lower than other pupils in school.
	External Barriers
6.	Pupils in low income families do not access sufficient extra-curricular activities.
7.	Disadvantaged pupils are not reading widely enough. Pupils have less opportunity than other pupils and fewer high quality texts.
8.	Parental engagement with school is low. Some pupils do not engage in learning experiences outside school, including reading and homework. This has been inclusive of home learning.

Covid-19

It is important we continue to consider the impact of the pandemic, Covid-19, on the teaching and learning of disadvantaged pupils. Disruption to face to face learning with a further National Lockdown from January 2021- March 2021 and for some pupils, further periods of self- isolation.

Intended outcome	Success criteria
Disadvantaged pupils in EYFS are able to listen attentively and give attention to what others say. They are able to use recently introduced vocabulary, offer explanations and express their ideas and feelings in full sentences.	Disadvantaged pupils make good or better progress in communication and language. They attain or exceed the expected level of communication and language in the EYFS profile at the end of reception. Target- 89% (current 12 pupils EYPP)
Disadvantaged pupils develop fluency in reading in Key Stage 1. They can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Disadvantaged pupils can read fluently at the end of Key Stage 1.	Disadvantaged pupils make good or better progress in reading. They attain or exceed the expected level of reading at the end of Key Stage 1. FFT Target- 72% (FFT high benchmark estimate)
Disadvantaged pupils continue to develop and apply their reading skills in Key Stage 2. They read fluently and widely. They can understand	Disadvantaged pupils make good or better progress in reading. They attain or exceed

high order vocabulary and apply their reading skills to compare, analyse and comprehend texts.	the expected level of reading at the end of Key Stage 2. FFT Target- 68% (FFT high benchmark estimate)
Disadvantaged pupils make good or better progress in mathematics. They develop in fluency in number and then apply their mathematical knowledge to problem solving.	Disadvantaged pupils make good or better progress in maths. They attain or exceed the expected level of maths at the end of Key Stage 2. FFT Target- 73% (FFT high benchmark estimate)
All disadvantaged pupils attend school regularly. They access extra-curricular activities including all learning opportunities and experiences such as residential activities. Participation and interest is high.	All disadvantaged children return to school and attend regularly. Disadvantaged pupils access extra-curricular activities including all learning opportunities and experiences such as residential activities. Attendance is in line with other children nationally (Autumn 2020/21 – 95.3%). Target- 95%
Parental engagement is high for all pupils. Pupils engage in learning experiences outside of school including reading and homework. Reading books are read frequently and pupils read widely. Homework is completed regularly.	All families of disadvantaged pupils engage with school through parent meetings, supporting homework, supporting engagement in pupil activities and experiences. Engagement is high for all families.

Activity in this Academic Year

Teaching

Budgeted Cost: £18,450

- Termly Early Years training sessions EB/RV for NELI and Launchpad to literacy - £800
- Little Wandle phonics scheme and training - £3500
- Termly whole staff training- £1750
- LA training - £1000
- NCETM training - £300
- Staff training cover/time- £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Daycare and Nursery staff complete Launchpad to Literacy training. • Implement, monitor and evaluate the Launchpad to Literacy scheme.	The EEF report NELI has demonstrated its potential to support young pupils in need of support with spoken language. NELI itself is well structured and	**1**

• Reception staff complete NELI training. • Implement, monitor and evaluate the NELI scheme. • Implement new revised EYFS framework with particular attention to communication and language development in the curriculum.	manualised, the developers believe that high-quality online training – alongside some personalised remote support options – could enable staff to deliver NELI as intended regardless of further restrictions on face to face learning..	
• Purchase and implement 'Little Wandle' validated phonics scheme across the school with a daily focus in Reception and Year 1. • All staff attend whole school 'Little Wandle' accredited training. • Fluency in reading developed through whole class quality first teaching. • All staff attend training on teaching reading strategies including a structured approach to teaching fluency and comprehension. (Anne Sawcyzn- Sunderland LA)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	**2**
• Improve the love of reading through enhancing the reading curriculum, developing reading areas, research and source a wide range of high quality texts for pupils to access freely. • Improve classroom learning environment.	The Centre for Literacy in Primary Education (CLPE) evidence the importance of using high quality texts to support children in learning to read. They provide suggested high quality texts and evidence their success in teaching and learning.	**3, 7**
• Source training on developing depth in maths through fluency, problem solving and reasoning. Implement strategies. Fluency in maths developed through whole class quality first teaching. • EYFS and Key Stage 1 staff attend NCETM Early mathematics training with Karen Wilding. Implement strategies across the curriculum. • All staff attend training on achieving depth in number through fluency, problem solving and reasoning. (Vicky Barnes- Sunderland LA). • Embed TT Rockstars and Numbots into curiculum to practice fluency skills.	The EEF state: 'High quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.' We aim to improve teaching in the fluency of number to raise attainment in maths.	**4**

Targeted academic support

Budgeted Cost: £36,450

- All staff time for interventions - £25000
- Hornet intervention - £200
- Workshops x 3- Staff time and resources - £750
- ICT maintenance - £8000
- Breakfast Club resources and staff time - £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Nursery children attend three 30-minute sessions per week, delivered to groups of five children, during the Spring and Summer terms (20 weeks). • Reception children attend three 30-minute sessions per week, delivered to groups of five children, during the Spring and Summer terms (20 weeks). • Reception children attend an additional two 15-minute individual sessions per week.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	**1**
• Daily 15 minute 'catch up' sessions per week. EYFS phonic group intervention. • Daily 15 minute 'catch up' sessions per week. Year 1 phonic group intervention. • Daily 15 minute 'catch up' sessions per week. Year 2 phonic group intervention. • Individual, daily 15 minute 'Hornet' phonic intervention for Year 3, 4 and 5. • Daily individual 10 minute reading with TA (Yr1-Yr 6) • 1 extra-curricular reading club session per week for 6 weeks. To run termly. • Year 5 access Reading plus at home with ICT equipment. • SEND/disadvantaged pupils access 'Nessy' reading programme.	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 (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	**2, 3, 7**
• Three 15 minute 'catch up' intervention for fluency in number weekly. (Yr 1-Yr 6).	EEF research on improving mathematics in Early Years, Key stage 1 and Key Stage 2 recommends	**4**

• Purchase and implement 'Numbersense' in EYFS, KS1 and KS2 intervention. • Access to TT Rock Stars at home with ICT equipment. • Access to Numbots at home with ICT equipment.	dedicating time throughout the day for children to learn maths, using high quality targeted support and using a variety of manipulatives to develop understanding.	
• Reading and maths workshops videoed and disseminated to parents. • Face to Face workshops reading, maths and Triple P (parenting). • All families can access ICT equipment for home.	EEF reports children can make on average +4 months additional progress with continued parental engagement and sup-port. School experience over the last 2 years have shown the use of online engagement have proved effective in engaging parents. https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/parental-engagement	**8**

Wider strategies

Budgeted Cost: £39,560

- Book bag resources (19x £20 each) - £380
- Author visits - £1500
- Reading books for class library £300 x 7 classes - £2100
- Parent workshops x6 - staff time after school and resources - £2500
- Develop reading areas in class - £3500
- TT Rockstars and Numbots - £250
- First News - £500
- Assembly attendance incentives- certificates and rewards - £750
- Music tuition - £8000
- Extra-curricular activities - £18000
- Residential/uniform - £8000
- A Star attendance tracker - £1000
- Attendance SLA – £1080

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Promote reading for pleasure through reading week and author visits. • Purchase class library books for each class reading area. • Deliver parental workshops for EYFS, Y1-Y3 supporting a child's reading development.	The DFE detail in their research the importance of reading for pleasure for both educational purposes as well as personal development. As a school we understand making children the best readers possible will ensure they can engage positively with a broad curriculum.	**3, 7**
• SLA with Early Help to provide home visits for attendance support (x6 days) • Monitor disadvantaged pupils' attendance through A Star Attendance tracker to ensure timely response. • Provide free music tuition to families on low income and in receipt of FSM. • Provide free extra- curricular activities to families on low income and in receipt of FSM. • Financial support on an individual basis to ensure all disadvantaged pupils has access to all opportunities including residential activities and uniform. • Re-introduce celebration assemblies with incentives for attendance (77% of school reported they liked attendance rewards- pupil questionnaire July 2021).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	**5**
• Engage with national breakfast. School to continue with free breakfast daily.	Family Action Impact Report 2021 evidences 99% of children are ready to start the school day if they have had breakfast. There is also correlation with an improved impact on educational attainment and behaviour. This is particularly evident for disadvantaged children. https://www.family-action.org.uk/content/uploads/2021/12/NSBP-final-impact-report.pdf	**5, 6**

• Provide extra- curricular activities including curriculum subjects, arts and sports.	The EEF, believe enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It can be argued that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.	**6**
• All parents signed up to Marvellous Me and Google classrooms to communicate with class teacher. • Parent workshops delivered in reading, phonics maths and SATs. • Develop use of social media and online content to engage parents with home learning and ways to support children with communication development, reading and maths.	EEF reports children can make on average +4 months additional progress with continued parental engagement and support. School experience over the last 2 years have shown the use of online engagement have proved effective in engaging parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagementngagement	**1, 2, 3, 7, 4, 8**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Current attainment- Key Stage 2 May 2021 (Due to COVID-19 the pupils have had 12 months of disrupted learning. A second National lockdown occurred between January 21- April 21. Children have had to self-isolate for up to 10 days when in contact resulting in periods of absence. Remote learning was used to continue education.) No statutory testing took place in May 2021.				
	Pupils eligible for PP 2020	*Pupils eligible for PP 2021*	*Pupils not eligible for PP (school) 2020*	*Pupils not eligible for PP (school) 2021*
% achieving in reading, writing and maths	*81%*	75%	92%	73%
% making progress in reading	*93%*	*100%*	94%	91%
% making progress in writing	*72%*	*88%*	89%	82%
% making progress in maths	*79%*	*100%*	94%	91%
Attendance	*94.8 % (19-20)*	*95.9% (20-21)*	95.7% (19-20)	96.1% (20-21)

	Desired outcomes and how they will be measured	***Impact***
A.	Disadvantaged pupils in EYFS are able to listen attentively and give attention to what others say. They are able to follow instructions involving several ideas and express themselves effectively. They make good or better progress in communication and language development and attain age related expectations in end of year EYFS assessments.	3 out of 4 disadvantaged children attained the expected standard at the end of EYFS in communication and language. 80% of all pupils have attained the expected standard in communication and language development. All children have made progress and can communicate effectively. 3 out of 4 disadvantaged pupils are ready to begin the national curriculum in Year 1.
B.	Disadvantaged pupils develop fluency in reading in Key Stage 1. They can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. They make good or better progress in reading and attain or	4 out of 5 disadvantaged pupils can read fluently at the end of Key Stage 1. They have attained the expected standard in reading and phonics. 80% of disadvantaged pupils have made good or better progress in reading. 84% of other pupils made good or better progress resulting in the difference between disadvantaged pupils and others nationally in reading low at the end of Key Stage 1.

	exceed the expected level at the end of Key Stage 1.	
C.	Disadvantaged pupils continue to develop and apply their reading skills in Key Stage 2. They read fluently and widely and develop their understanding of vocabulary. They make good or better progress in reading and attain or exceed the expected level of reading at the end of Key Stage 2.	Disadvantaged pupils can read fluently at the end of Key Stage 2. Most read widely and show an interest in reading. They can understand high order vocabulary and apply their reading skills to compare, analyse and comprehend texts. 100% of disadvantaged pupils made good or better progress in reading from their KS1 baseline. Whilst the difference between disadvantage pupil and others has closed at the expected standard 1 out of 8 pupils achieved greater depth.
D.	Disadvantaged pupils access extra-curricular activities including all learning opportunities and experiences such as residential activities. Participation and interest are increased.	Due to Covid-19 extra-curricular activities has been restricted this academic year. Pupils have engaged with visitors and local visits to develop knowledge and skill in physical education and the arts within the curriculum. Disadvantaged pupils have developed independence, confidence and communication skills. Through developing self-esteem they display improved teamwork skills.
E/F.	Parental engagement is high for all pupils. Pupils engage in learning experiences outside of school including reading and homework. Reading books are read frequently and pupils read widely. Homework is completed regularly.	Parental engagement with school is high and positive. Parent questionnaires and meetings show this. Most parents of disadvantaged pupils have engaged in home learning and have all disadvantaged pupils have access to good quality IT equipment at home and at school. Engagement with homework has increased through the use of Google Classrooms.
G.	All disadvantaged children return to school and attend regularly. Disadvantaged pupils achieve as well as other children.	Disadvantaged pupils were assessed accurately on return to school. Where necessary intervention to catch up with reading and fluency in maths enabled pupils to make rapid progress. Attendance for disadvantaged pupils is 95.9%.