Pupil premium strategy statement Barnwell Academy 2023-2024

School overview

Detail	Data
School name	Barnwell Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	29thJuly 2023
Date on which it will be reviewed	20th July 2024
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	£92,920
Recovery premium funding allocation this academic year	£8,990 (estimated from 22/23 amount)
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	£101,910

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 the 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.

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 2 National Lockdowns from March 2020- September 2020 and from January 2021- March 2021 and for some pupils, further periods of self- isolation. Disruption to learning lasted 2 years.

Intended outcome	Success criteria
A. 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- 80% (current 10 pupils EYPP)
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. 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- 70% (FFT high benchmark estimate)

C. Disadvantaged pupils continue to develop and apply their reading skills in Key Stage 2. They read fluently and widely. They can understand high order vocabulary and apply their reading skills to compare, analyse and comprehend texts.	Disadvantaged pupils make good or better progress in reading. They attain or exceed the expected level of reading at the end of Key Stage 2. FFT Target- 67% (FFT high benchmark estimate)
D. 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)
E. 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/Spring 2022/23 – 94.0%). Target- 95%
F. Parental engagement is high for all pupils. Pupils engage in learning experiences out-side of school including reading and homework. Reading books are read fre-quently 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: £19,100

- Termly Early Years training sessions EB/RV/KS for Helicopter Stories and Communication and Language Development training - £1,000
- Little Wandle phonics scheme and training - £3,000
- Termly whole staff training- £1,700
- LA Oracy training - £1,000
- NCETM/NumberSense training - £400
- Staff training cover/time- £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

• Daycare and Nursery staff complete further Helicopter Story training. • Implement, monitor and evaluate the Helicopter Story scheme. • Implement EYFS framework with particular attention to communication and language development in the curriculum. • EYFS staff complete LA training on Oracy. Update vocabulary and implement as necessary across the curriculum.	The EEF report quality training in C&L has demonstrated its potential to support young pupils in need of support with spoken language. Well structured, high-quality online training – alongside face to face training is effective and supportive of delivery in schools. Well planned C&L 'keep up' sessions can improve young children's vocabulary acquisition.	**1**
• Purchase update resources for Nursery and new Decodable books. Implement 'Little Wandle' validated phonics scheme across the school with a daily focus in Reception and Year 1. • All staff attend whole school updated '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. Implement strategies across the curriculum. • All staff attend training on achieving depth in number through fluency, problem solving and reasoning. (Vicky Barnes- Sunderland LA).	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**

• Embed TT Rockstars and Numbots into curriculum to practice fluency skills.		

Targeted academic support

Budgeted Cost: £39,900

- All staff time for interventions - £19,000
- Targeted Reading Club- £5,000
- Targeted Homework Club- £5,000
- My Maths resources (Homework Club)- £400
- Nessy SEND resources- £500
- Workshops x 3- Staff time and resources - £1,000
- ICT maintenance – £5,000
- Breakfast Club resources and staff time - £4,000

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 'catch Up' phonic intervention for Year 3, 4 and 5. • Daily individual 10 minute reading with TA (Yr1-Yr 6)	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**

• 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.		
• Three 15 minute 'catch up' intervention for fluency in number weekly. (Yr 1-Yr 6). • 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.	EEF research on improving mathematics in Early Years, Key stage 1 and Key Stage 2 recommends dedicating time throughout the day for children to learn maths, using high quality targeted support and using a variety of manipulatives to develop understanding.	**4**
• 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: £43,275

- Book bag resources (19x £20 each) - £380
- Author visits - £1,500
- Reading books for class library £300 x 7 classes - £2,100
- Parent workshops x6 - staff time after school and resources - £3,000
- Develop reading areas in class - £3,000
- English visits and visitors- £5,000
- TT Rockstars and Numbots - £250
- Assembly attendance incentives- certificates and rewards - £750
- Music tuition - £4,000
- Extra-curricular activities - £14,000
- Residential/uniform - £6,000
- A Star attendance tracker - £1,495
- Attendance SLA – £1,800

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. • 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	**6**

	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.	
• 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 (2023-2024)

Outcomes for disadvantaged pupils **Externally provided programmes**

Attainment- Key Stage 2 May 2024		
	Pupils eligible for PP 2023-24	*Pupils not eligible for PP (school) 2023-24*
% achieving the expected standard in reading, writing and maths	*75%*	93%
% achieving the expected standard in reading	*75%*	93%
% achieving the expected standard in writing	*75%*	93%
% achieving the expected standard in maths	*75%*	93%
Attendance	*94.6%*	*96.5%*

	Desired outcomes and how they will be measured	***Impact- July 2024***
A.	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.	2 out of 5 disadvantaged children attained the expected standard at the end of EYFS in communication and language. 40% of disadvantaged pupils attained the expected standard in communication and language development compared to 96% of non-disadvantaged pupils. Disadvantaged pupils can communicate effectively and have developed their vocabulary in line with other pupils ready for 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. Disadvantaged pupils can read fluently at the end of Key Stage 1.	out of 8 disadvantaged pupils achieved the expected phonic standard at the end of Year 1 and can decode fluently. At the end of Key Stage 1 the attainment difference between pupils in receipt of pupil premium and those not was 32%. At the end of Key Stage 1 4 out of 8 disadvantaged pupils, also SEND children did not achieve the expected standard in reading.

C.	Disadvantaged pupils continue to develop and apply their reading skills in Key Stage 2. They read fluently and widely. They can understand high order vocabulary and apply their reading skills to compare, analyse and comprehend texts.	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. 75% of disadvantaged pupils attained the expected standard in reading at the end of key Stage 2
D.	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 progress and maths and have developed their fluency in number. This has enabled them to apply their knowledge to mathematical problems and improve their reasoning skills. 50% of disadvantaged Year 2 pupils (also SEND) and 75% of Year 6 disadvantaged pupils attained the expected standard in maths at the end of each key stage.
E	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.	Attendance for disadvantaged pupils is 94.6% compared to 96.5% for non-disadvantaged pupils. This is a 0.2% increase from the previous year. Pupil questionnaires show disadvantaged pupils enjoy coming to school. Disadvantaged pupils have accessed a wide range of extra-curricular activities with 48% of all pupils attending in receipt of pupil premium funding. All disadvantaged pupils attended visits and residentials. Disadvantaged pupils have developed independence, confidence and communication skills. Through developing self-esteem they display improved teamwork skills.
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 is high through the use of Google Classrooms.