

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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	Barford Primary
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	12/92 13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	February 2023
Date on which it will be reviewed	June 2023
Statement authorised by	Miss C Stedman
Pupil premium lead	Miss C Stedman
Governor / Trustee lead	Mr Craig Pym

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£20,005

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Developing quality relationships and improving children's mental health and wellbeing throughout the school community.
2	The school has identified that a focus on high quality teaching will further improve the outcomes for pupils in receipt of Pupil Premium funding.
3	

### 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
Children's social, emotional and mental health will continue to be supported by carefully planned support from the school counsellor, new PSHE curriculum, training of a new mental health champion, signposting to external support agencies such as Just one Norfolk.	Implementation of the new PSHE curriculum demonstrates children's increased resilience and well-being. Various assessments demonstrate improvements in mental health and resilience for targeted children.
Attendance staff, monitor attendance and ensure robust systems are in place to address any concerns around absence.	Whole school attendance increases. At DSL meetings attendance is discussed and action taken as needed. New attendance policy in place.
Teachers receive specific CPD around the curriculum redevelopment ensuring a consistency of approach, leading to improved outcomes for children.	Pupil outcomes demonstrate the curriculum is fit for purpose and the teaching is meeting the needs of all children. Assessment data, drop ins, pupil voice, book scrutiny evidence improvements.

## 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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monster Phonics whole staff training, purchase of books and subscription (£2000)	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading.	2
VNET subscription (£2000)	Professional development on evidence based approaches, e.g. feedback, metacognition, Rosenshine's principles, external challenge and support	2
Pathways 2 Write Scheme (£1200)	The EEF found that ensuring explicit connections are made between learning from everyday classroom teaching and structured interventions as part of a planned curriculum programme has a greater impact on learning.	2
Implement new PSHE curriculum JIGSAW (£650)	Subject leader monitoring demonstrates that children have the appropriate language and tools to help them develop social behaviours and relationships.	1 and 2

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number addressed
Small group support reading and maths additional intervention and support across the school, investment in teaching assistant provision enables	EEF small group tuition (+ 4 months progress, on average, over the course of a year) EEF teaching assistant interventions (+ 4 months progress, on average, over the course of a year)	2

targeted support, pre-teaching and specific interventions to take place	EEF oral language intervention (+ 6 months progress, on average, over the course of a year)	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Norfolk's attendance team. (£500)	All children need to attend school regularly to have access to high quality teaching, learning and pastoral support.	1 and 2
75% of the cost of school trips funded by PP monies for PP children (£2000)	All children have the opportunity to participate in school trips, extra-curricular provision ensuring access for all.	1 and 2
Children to access the services of a school counsellor (£2500 18 x3hr sessions)	The EEF found that social and emotional learning makes +4 months impact.	1 and 2
Drawing and talking training interventions and top up training (£2500)	The EEF found that social and emotional learning makes +4 months impact.	1 and 2

**Total budgeted cost: £20000**

## Further information

The core approach of our Pupil Premium strategy is to deliver quality first teaching in the classroom. Coupled with a curriculum designed around the needs of our pupils. We want all children to feel happy and safe and share a love of learning.

The overall aim of our Pupil Premium strategy is to:

- Ensure full access to the curriculum for all our children, effectively identifying and meeting their individual needs
- Continue to prioritise our supportive ethos which promotes inclusion
- Build leaders at all levels who positively impact on education, health and social outcomes