Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	90
Proportion (%) of pupil premium eligible pupils	14/90 16%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Miss C Stedman
Pupil premium lead	Mrs J Bennett
Governor / Trustee lead	Mrs Colleen Sharpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,005

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: £ 3280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monster Phonics subscription (£230)	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading.	2
VNET subscription (£2200)	Professional development on evidence based approaches, e.g. feedback, metacognition, Rosenshine's principles, external challenge and support	2
Pathways 2 Write Scheme (£500)	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
PSHE curriculum JIGSAW (£350)	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: £4374

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 targeted support, pre-	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

teaching and specific interventions to take place, overseen by Pupil Premium lead teacher.	EEF oral language intervention (+ 6 months progress, on average, over the course of a year)	

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

Budgeted cost: £8351

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium lead 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 (£1500)	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 (£1250)	The EEF found that social and emotional learning makes +4 months impact.	1 and 2
Employment of a pastoral HLTA to provide wellbeing opportunities for children (£5101 – 5 afternoons per week)	The EEF found that social and emotional learning makes +4 months impact.	1 and 2

Total budgeted cost: £16005

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of the school's disadvantaged pupils during the 2022-23 academic year, using KS1 and KS2 performance data, phonics screening checks and our own internal assessments. Outcomes should not be based solely on the data, which is difficult to align with previous years' data due to the significant impact of the Covid pandemic on previous cohorts.

The changes that were made to last year's Pupil Premium strategy are starting to have a positive impact on children's outcomes, closing the gap for most disadvantaged pupils. From our analysis of in-school data, the strategies identified within this plan are enabling our disadvantaged pupils to make progress from their starting points in line with their peers.

Attendance for disadvantaged pupils during the last academic year was 93.72%, which was a slight increase on the previous year. Whole school attendance is also showing an improvement and this is an area that we will continue to monitor robustly.

The implementation of the new PSHE curriculum is still in its infancy but there are positive signs in terms of the children's engagement with the programme. In a recent survey of parents, 100% of respondents said that their child was happy at school and felt safe.

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