

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Barwell C of E Academy
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was first published	December 16 <sup>th</sup> 2021
Date this statement was first reviewed	March 2022
2 <sup>nd</sup> review date was	October 2022
Revised statement published date was	December 2022
Next review date was	March 2023
Next revised statement date was	December 2023
Next review due	March 2024
Final review due	December 2024
Statement authorised by	Miss V Newman
Pupil premium lead	Mrs L Stewart
Governor / Trustee lead	Mrs M Spence

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,425
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

We want our children who are disadvantaged to achieve exceptionally well by having high expectations of them and being ambitious for what they can achieve. We will do this by being meticulous about identifying their needs and responding to data. We will use research intelligently to be informed on the best practices. We have a holistic approach to supporting children's achievement, both the needs of the children and the family are paramount. **We are unrelenting in our drive to ensure every Pupil Premium child reaches age related expectations or above, by the end of Key Stage 2.** We provide a wide, rich set of experiences, alongside an ambitious, well thought out curriculum that enables children to lead fulfilling lives and be prepared for their transition to Key Stage 3.

## Challenges

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

Challenge number	Detail of challenge
	<b>Large proportion of our school is made up of white working class which leads to:</b>
1	Low expectations (families and children)
2	Low prior attainment (problems with infant and junior transfer)
3	Attendance
4	Social, emotional and mental health (families and children)
5	A lack of cultural capital (vocabulary gap, knowledge gap, wider first hand experiences, lack of a home reading culture)

## 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
To eradicate the gap between our disadvantaged children and non-disadvantaged children nationally.	Above average progress for disadvantaged children Attainment at least in line with national.

## 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: **£25,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Costings
Personal professional growth for teachers Research project driven	<p>EEF Guide to The Pupil Premium states in its key principles that;</p> <ul style="list-style-type: none"> <li>• 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</li> </ul> <p>The first principle to The Tiered Approach is;</p> <ul style="list-style-type: none"> <li>• Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</li> </ul> <p>EEF Effective Development Guidance report states; High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	2	Completed Sept 2022
Teach Like A Champion CPD and active research	<p>Doug Lemov and Uncommon Schools organisation conducted basic analysis of state test scores that controlled for poverty and identified 'positive outliers'.</p> <p>TLC has 'proven techniques that enabled 100% of pupils to attain'.</p>	1 and 2	Completed Sept 2022

<p>Links with Leicester and Leicestershire teaching hub and TELA for professional development of teachers</p>	<p>EEF Guide to The Pupil Premium states in its key principles that; 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>EEF Effective Development Guidance report states; High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1 and 2</p>	<p>Continues but no spend from PP for 2022 – 2023 or 2023-2024</p>
<p>Link with Heath Lane Academy – subject leadership development</p>	<p>EEF Guide to The Pupil Premium states in its key principles that; 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>EEF Effective Development Guidance report states; High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1 and 2</p>	<p>No PP spend planned in this area for 2022 – 2023 or 2023-2024</p>
<p>Curriculum development</p>	<p>OFSTED School Inspection Handbook</p> <p>OFSTED acknowledge that 'the way a school's curriculum is developed or adopted by the school and is taught and assessed in order to support pupils to build their knowledge as skills' along with its 'outcomes that the pupils achieve as a result of this education' will be monitored and judged in accordance with their guidance to help to support their judgment around the quality of education that school is providing.</p>	<p>1, 2 and 5</p>	<p>To continue 2023 - 2024  <u><b>2023 – 2024</b></u>  <u><b>£900 for HLTA cover</b></u></p>

	<p>OFSTED School inspection Handbook cite the following as effective education indicators;</p> <ul style="list-style-type: none"> <li>• ‘The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life, it can powerfully address social disadvantage.’</li> <li>• ‘The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.’</li> <li>• ‘There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.’</li> </ul>		
Pupil personal development -opportunities to develop talents and interests and wider experiences. (Explorer Time)	OFSTED School Inspection Handbook cites the need for ‘schools equipping pupils with the knowledge and cultural capital they need to succeed in life.’ They state ‘it is the essential knowledge that pupils need to be educated citizens.’	5	To continue 2023 - 2024 <b><u>2023 –2024</u></b> Project takes 7 x LSAs= <b><u>£22,500</u></b>
Purchasing of additional curriculum novels to enable 1 book per pupil	School observations have shown that our disadvantaged children are generally passive learners and when sharing books, they tend to leave the work to their non-disadvantaged partner, thus getting limited impact from taught reading comprehension strategies. EEF Reading Comprehension Strategies Study outcomes states; <ul style="list-style-type: none"> <li>• Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of</li> </ul>	5	Completed Sept ‘23 <b><u>No spend 2023-2024</u></b>

	<p>written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are <b>less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</b></p> <ul style="list-style-type: none"><li>• 6+ months progress has been found in Primary aged children</li><li>• Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</li><li>• Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. (However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.)</li></ul>		
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<p>Basic skills intervention for English and Maths using Direct Instruction</p>	<p>Direct Instruction Project Follow Through carried out in 1966 in USA and aimed to determine the most effective instructional approaches for disadvantaged and at risk children. This found that;</p> <ul style="list-style-type: none"> <li>• Direct Instruction approaches produced the best results of any instructional approach and that students who received Direct Instruction had significantly higher academic achievement than any other program. Research by John Hattie also supports this.</li> <li>• He found that for Direct Instruction, across 304 studies including over 42,000 children, the effect size was <u>0.82</u> which was significantly greater than any other curriculum studied, and greater than almost any other technique.</li> </ul>	<p>1 and 2</p>	<p>Completed 2022 - 2023 No spend 2023 - 2024</p>
<p><b>NEW FOR 2022 - 2023</b> Quality Assurance – subject leaders + SLT to monitor and support to identify and act on areas for development in each subject</p>	<p>OFSTED School Inspection Handbook</p> <p>OFSTED acknowledge that ‘the way a school’s curriculum is developed or adopted by the school and is taught and assessed in order to support pupils to build their knowledge as skills’ along with its ‘outcomes that the pupils achieve as a result of this education’ will be monitored and judged in accordance with their guidance to help to support their judgment around the quality of education that school is providing.</p> <p>OFSTED School inspection Handbook cite the following as effective education indicators;</p> <ul style="list-style-type: none"> <li>• ‘The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and</li> </ul>	<p>1, 2 and 5</p>	<p>To continue 2023 - 2024 HLTA cover Teacher time  <b>£2510</b></p>

	<p>experiences of later life, it can powerfully address social disadvantage.'</p> <ul style="list-style-type: none"> <li>• 'The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.'</li> <li>• 'There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.'</li> </ul>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Costings
An experienced teacher in Y6 for in school tutoring and structured interventions for 8 weeks	<p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> <li>• Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</li> <li>• Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</li> </ul> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or</p>	1 and 2	<p>This is now completed and videos can be reused at no cost.</p> <p>No PP spend planned for 2022 – 2023 or 2023 2024</p>



	<p>those falling behind, both one-to-one:</p> <p>EEF One to one tuition and Small group tuition studies   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>		
LSA tutoring for two terms	<p>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:</p> <p>EEF One to one tuition States;</p> <ul style="list-style-type: none"> <li>• Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> <li>• On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</li> </ul> <p>EEF Small Group Tuition States;</p> <ul style="list-style-type: none"> <li>• Small group tuition has an average impact of four months' additional progress over the course of a year</li> <li>• Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy</li> </ul>	1 and 2	Completed No spend 2023 - 2024

1:1 Reading	<p>EEF One to One tuition States;</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	1 and 2	<p>To continue 2023 - 2024</p> <p><b><u>1 x LSA, £13,000</u></b></p>
Individualised spelling programme	<p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> <li>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</li> <li>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</li> </ul>	1 and 2	To continue 2022 – 2023 at no cost from PP fund.
1:1 reading training for LSAs	<p>EEF Small group tuition States;</p> <ul style="list-style-type: none"> <li>Providing training to the staff that deliver small group support is likely to increase impact.</li> </ul> <p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> <li>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained</li> </ul>	1 and 2	No PP spend for 2022 – 2023 or 2023 2024

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £68,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	
To employ a Family Link Worker to improve attendance	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3	To continue 2023 – 2024 <b><u>2023 - 2024</u></b> <b>20% of salary</b>
To employ a Family link Worker to strategically plan how to support families and raise expectations	<p>Parental engagement studies from EEF show +4 months progress. There are also higher impacts for pupils with low prior attainment. It also states that “It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	1 and 4	To continue 2023-2024 <b><u>2023-2024</u></b> <b>40% of salary</b>
To employ a Wellness Champion to support SEMH (SEL) and families	<p>EEF Social and Emotional Learning;</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <ul style="list-style-type: none"> <li>• Social and emotional learning approaches have a positive impact,</li> </ul>	1 and 4	To continue 2023-2024 <b><u>2023 - 2024</u></b> <b>50% of salary</b>

	<p>on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <ul style="list-style-type: none"> <li>• Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</li> </ul>		
To have a strategic lead for all vulnerable groups	<p>EEF reports/toolkit Most strategy/interventions researched by EEF mention the need to carefully monitor and evaluate in order for tuition/strategies/interventions to prove successful and have the biggest impact. A strategic lead is necessary in order for the Tiered Approach to Pupil Premium to be successful.</p>	1, 2, 3, 4 and 5	To continue 2023 - 2024 <b><u>2023 - 2024</u></b> <b>20% of salary</b>
To financially support disadvantaged	<p>OFSTED School Inspection Handbook sites the need for</p>	5	To continue 2023 - 2024 <b><u>2023 - 2024</u></b> £400 swimming

<p>children to attend clubs, trips, residential, music lessons, swimming lessons etc</p>	<p>'schools equipping pupils with the knowledge and cultural capital they need to succeed in life.' They state 'it is the essential knowledge that pupils need to be educated citizens.'</p>		<p>£5,000 trips and residential £600 sport clubs £500 music tuition <b>Total = £6500</b></p>
<p>To provide financial support for uniform</p>	<p>EEF School Uniform Although there is no research that suggests that wearing a uniform directly impacts on attainment the EEF toolkit states;</p> <ul style="list-style-type: none"> <li>• Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</li> <li>• If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform</li> </ul>	<p>1</p>	<p>To continue 2023 - 2024 <b><u>£800</u></b></p>

**Total budgeted cost: £107.710**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome for the current 3 year strategy - To eradicate the gap between our disadvantaged children and non-disadvantaged children nationally.

When looking for impact on our intended outcomes of the implementation of our strategy, it can be difficult to separate what is impact due to the strategy spending specifically, compared to what other factors may have contributed to this impact Eg quality first teaching. The strategy spending has enabled maths, and reading interventions to take place all year as planned and progress has been measured by internal testing. Spending has also enabled an improved approach to attendance and targeted support to strengthen for SEMH and wellbeing support.

#### **2022 to 2023 Intervention Outcomes/Impact**

In 22-23 100% of children receiving 1:1 reading intervention made accelerated progress in the Single Word Reader Test. On average they made 9 points progress. The NFER test shows an average of 7 points progress this year

In 22-23 100% of children receiving Direct Instruction Reading intervention made accelerated progress in the Single Word Reader test. On average they made 16 points progress. The NFER test shows an average of 5 points progress this year.

In 22-23 **Disadvantaged children** receiving reading interventions made an average of 11 points progress on the Single Word Reader Test, again with 100% making accelerated progress. The NFER test shows an average of 5 points progress this year.

In 22-23 82% of SEND children who had reading interventions made accelerated progress based on the Single Word Reader Test, making an average of 7 points progress across this year. The NFER shows an average of 6 points this year.

In 22-23 for children who received spelling interventions, they made an average of 9 points progress. **Disadvantaged children** made 7 points progress in spelling and SEND 4 points progress in spelling – all based on Vernon Spelling testing.

In 22-23 in maths, 100% of children receiving Direct Instruction maths intervention made progress, with 86% making accelerated progress in the Basic Number Skills Test. On average they made 22 points progress. The NFER shows an average of 11 points this year.

In 22-23 **Disadvantaged children** receiving Direct Instruction maths intervention (either group or 1:1) made an average of 17 points progress based on Basic Number Skills testing. The NFER shows 15 on average of points this year.

In 22-23 SEND children having maths intervention made an average of 6 points progress based on Basic Number Skills Test. The NFER shows 4 points progress this year.

In 22-23 a third of our children taking additional instrumental lessons during 2022 to 2023 were **Disadvantaged**. These lessons were 50% subsidised by Pupil Premium funding which enabled them to have weekly lessons on their chosen instrument and to perform in a whole school concert in front of peers, parents and visitors.

### **2023 SATs outcomes**

#### **Reading**

Outcomes in 2023 had 84% of our children achieving the expected standard compared to National which was only 73%.

The percentage of **disadvantaged children** achieving the expected standard was 40%. It is worth noting however that in this year group, only 5 children were classed as disadvantaged and therefore it must be remembered that each child is worth 20%. A closer look at these children shows that 60% of them had a Special Educational Need (SEN) and only 20% were at the expected standard at the end of KS1.

#### **Reading overall:**

Our analysis shows that the changes we have made to teaching reading and our wider curriculum, supported by the Pupil Premium funding, have had a dramatic and significant impact on reading outcomes. It shows that we are raising the attainment in reading as well as helping children to make significant progress, despite being a junior school. Our focus should remain on providing high quality teaching, supported by interventions where necessary, to allow all children to achieve. We must continue to focus on the impact that high quality teaching has on our most disadvantaged children.

#### **Maths**

Outcomes in 2023 had 76% of our children achieving the expected standard compared to National which was 73%.

The percentage of **disadvantaged children** achieving the expected standard is 20%. In this year group, only 5 children are classed as disadvantaged and therefore it must be remembered that each child is worth 20%. A closer look at these children shows that 60% of them have a Special Educational Need (SEN) and 40% were at the expected standard at the end of KS1. Therefore, one child who was at the expected level did not achieve the expected standard and scored a scaled score of 98.

#### **Maths overall:**

This analysis shows that outcomes for maths continue to be in line with where they are nationally. However, we need to really focus on how we can increase the number of children achieving a high score at the end of KS2. The aim should be for every child that achieved this in KS1 to also achieve it in KS2. We also need to increase the number of children who are at

the expected standard at the end of KS1 to make more progress so they can achieve above in KS2 in a similar way we do in reading. We also need to identify what the barriers are for disadvantaged children in maths so that we can increase the number of children in this group who achieve the expected standard.

### **SPaG**

Outcomes in 2023 had 74% of our children achieving the expected standard compared to National which was 72%.

The percentage of **disadvantaged children** achieving the expected standard is 40%. In this year group, only 5 children are classed as disadvantaged and therefore it must be remembered that each child is worth 20%. A closer look at these children shows that 60% of them have a Special Educational Need (SEN).

### **SPaG overall:**

Our results show that SPaG is an area of strength within school, particularly children gaining a high score (37%). Our priority is to move our outcomes so that they are above 80% again and the number of achieving a high score is above 40%.

### **Attendance Impact**

- Due to the effects of the pandemic, there has not been anything significant about our attendance in the last two years. However, prior to the pandemic, our overall absence was in the lowest 20% of all schools nationally and persistent absence was in the lowest 20% of all schools nationally
- A clear and effective attendance policy means that our attendance outcomes are better than national.
- In 22-23, our attendance was 3% higher than the national average and 1.5% above the national primary average
- In 22-23, our **disadvantaged group** as a whole were 1.9% above the national average

### **Groups**

- In 22-23, all groups of children were above the national average for attendance
- In 22-23, children in receipt of FSM were 5.5% above the national average for this group
- In 22-23, children with SEND were 5.7% above the national average for this group
- In 22-23, our PA was 12.6% lower than the national figure and 7.5% less than the primary national figure
- The strong focus on attendance and punctuality results in the improvement of low attendance as a consequence of our work, for example, 12 children who were PA in the academic year 2021-2022 have attendance above 90% for 2022-2023
- Our Pastoral Team work closely together with families to support attendance where there is a struggle maintaining positive relationships whilst improving attendance