

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	242
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 16 th 2021
Date on which it will be reviewed	October 2022
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	£90,700
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,588
Total budget for this academic year	£133,568
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

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
	Large proportion of our school is made up of white working class which leads to:
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: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal professional growth for teachers</p> <p>Research project driven</p>	<p>EEF Guide to The Pupil Premium states in its key principles that;</p> <ul style="list-style-type: none"> • ‘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>The first principle to The Tiered Approach is;</p> <ul style="list-style-type: none"> • 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. <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
<p>Teach Like A Champion CPD and active research</p>	<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
<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;</p> <p>‘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</p>	1 and 2

	tool to develop teaching quality and enhance children's outcomes in the classroom.	
Link with Heath Lane Academy – subject leadership development	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.’ 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.	1 and 2
Curriculum development	OFSTED School Inspection Handbook 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. OFSTED School inspection Handbook cite the following as effective education indicators; <ul style="list-style-type: none"> • ‘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.’ • ‘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.’ • ‘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.’ 	1, 2 and 5
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
Purchasing of additional curriculum	School observations have shown that our disadvantaged children are generally passive	

<p>novels to enable 1 book per pupil</p>	<p>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.</p> <p>EEF Reading Comprehension Strategies Study outcomes states;</p> <ul style="list-style-type: none"> • Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of 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 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. • 6+ months progress has been found in Primary aged children • Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. • 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.) 	
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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"> • 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. • 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. 	<p>1 and 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An experienced teacher in Y6 for in school tutoring and structured interventions for 8 weeks</p>	<p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>1 and 2</p>

	<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 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</p> <p>States;</p> <ul style="list-style-type: none"> • Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. • 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. <p>EEF Small Group Tuition</p> <p>States;</p> <ul style="list-style-type: none"> • Small group tuition has an average impact of four months' additional progress over the course of a year • 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 	1 and 2
1:1 Reading	<p>EEF One to One tuition</p> <p>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
Individualised spelling programme	<p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> • 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. • 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. 	1 and 2
1:1 reading training for LSAs	<p>EEF Small group tuition</p> <p>States;</p>	1 and 2

	<ul style="list-style-type: none"> • Providing training to the staff that deliver small group support is likely to increase impact. <p>EEF Targeted Academic Support</p> <ul style="list-style-type: none"> • 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 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a Family Link Worker to improve attendance	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
To employ a Family link Worker to strategically plan how to support families and raise expectations	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.”	1 and 4
To employ a Wellness Champion to support SEMH (SEL) and families	EEF Social and Emotional Learning; 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) <ul style="list-style-type: none"> • Social and emotional learning approaches have a positive impact, 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. • 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 	1 and 4

	are committed to the approach appear to be important.	
To have a strategic lead for all vulnerable groups	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.	1, 2, 3, 4 and 5
To financially support disadvantaged children to attend clubs, trips, residential, music lessons, swimming lessons etc	OFSTED School Inspection Handbook sites 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 provide financial support for uniform	EEF School Uniform Although there is no research that suggests that wearing a uniform directly impacts on attainment the EEF toolkit states; <ul style="list-style-type: none"> • 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 • If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform 	1

Total budgeted cost: £133,500

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 2020 to 2021 academic year.

Please see Pupil Premium Strategy 2020 – 2021 for review on previous format.