

Pupil premium strategy statement – Barwell Church of England Academy

This statement details our school’s use of pupil premium 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. The outcomes for disadvantaged pupils last academic year can be found in the Pupil Premium Strategy review document for 2021 – 2024 on our website.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	End of December 2024-2025 2025-2026 2026-2027
Date this statement was published	December 31 st 2024
Date on which it will be reviewed	March 2025 in the first instance
Statement authorised by	V.Newman
Pupil premium lead	L.Stewart
Governor / Trustee lead	M.Spence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,070.0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,070.0

Part A: Pupil premium strategy plan

Statement of intent

At Barwell C of E Academy we aim for all of our children to achieve their full potential. We work to ensure that challenges are addressed so that all disadvantaged children are given the best opportunity to achieve exceptionally well.

School Context

Our school is not diverse in its intake with 89% of our children are classed as white British, although this % has decreased from 91%, so there is a small shift in our demographics. A cursory glance at our deprivation levels suggests that, while our school is in an area where deprivation is above average, our pupil base deprivation is close to average. However, a deeper examination shows that this is not really an accurate portrayal of how deprivation impacts our children and the work we must do as a result of it.

94% of our current children live in an area that is above average for deprivation for education. Over half of all of our children live in an area that ranks as being in the highest 30% for levels of deprivation in terms of education. This means that they are more likely to not do well at the end of Key Stage 2, Key Stage 4, are more likely to have poor attendance, and not be as likely to enter higher education. They are more likely to live with adults with no or low qualifications and who cannot speak English well. Therefore, as a junior school, it is imperative that we do everything that we can to improve academic outcomes at the end of Key Stage 2. We have to ensure that we focus on attendance so that it is better than the national average to counter act the disadvantage. We also need to investigate ways to support our families so that they can develop their knowledge and skills in order to support their children, but also to provide more opportunities for their families.

In addition, nearly half of our children are ranked as living in an area of above average deprivation for living in a household where income deprivation affects children (IDACI). We need to ensure that we have systems in place to support families so their children are not excluded from opportunities because of low income. This is easier for us to do with children in receipt of pupil premium but harder to support those who are just above the threshold in low paid or unstable employment. We also need to be mindful of requesting money for fund raising etc. as this may put additional pressure on families.

A significant proportion of our Pupil Premium children are also on the Special Educational Needs register (roughly 30%). 50% of our EHCP children are also Pupil Premium.

It is worth noting that our current Y6 cohort has a large proportion of disadvantaged children – 11% higher than the national average and 23% higher than Leicestershire's

average, so care needs to be taken when comparing this cohort's outcomes with other cohorts/schools in our local area particularly.

This current plan works towards our disadvantaged children achieving exceptionally well and meeting or exceeding national expectations by using PP funding to:

- address academic gaps
- address social and emotional concerns
- address and improve attendance concerns
- train and develop staff's knowledge to support reading and basic maths skills
- train and develop staff's knowledge and skills to support and challenge pupils to make the best possible progress in reading, writing and maths - whatever their starting points
- Build cultural capital
- Ensure equity in accessing school uniform and wider opportunities (Eg school trips, instrumental tuition and clubs)
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The key principles of our strategy plan to address the above at Barwell C of E academy:

- To strive to improve academic outcomes at the end of Key Stage 2 by providing quality first teaching and well researched and considered interventions
- To have a high priority focus on attendance
- To support families to develop their knowledge and skills generally
- To raise aspirations for children and families
- To monitor carefully so we can ensure that all children have access to the best provision and are not disadvantaged by any of the above

Challenges

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

Challenge number	Detail of challenge
1	High number of pupils (30% or Pupil Premium Autumn 2024) in receipt of Pupil Premium funding who also have identified special educational needs
2	Academic level gap between KS1 exit and KS2 entry levels - gaps in knowledge and fluency in maths and English is noted each year (a junior school challenge)
3	Attendance - almost a quarter of our Pupil Premium children have attendance levels of less than 95% at end of Autumn Term 24 even though, as a group, they ended the 23 24 year with attendance above national FSM.

4	High numbers of pupils and families requiring emotional support, behaviour support, mental health support or other agency support. (40% of Pupil Premium at start of Autumn Term 2024)
5	A lack of cultural capital (vocabulary gap, knowledge gap, wider first-hand experiences, lack of a home reading culture) and the cost-of-living crisis both have an impact on our disadvantaged children in particular. A lack of access to school uniform, clubs, trips, music tuition, residentials, and wider curriculum activities continues to be a priority.

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
1 SEND children are well supported and make good progress from their starting points	<ul style="list-style-type: none"> Individual needs are swiftly identified and targeted with timely and appropriate support that follows assess/plan/do review cycle. High expectations and high quality support/quality first teaching with good home/school communication ensure positive feedback from parents Any additional SEND funding is used appropriately to meet the needs of the individual and their challenges and circumstances
2 Quality first teaching that enables gaps in knowledge and understanding from KS1 to be reduced and where possible, eradicated	<ul style="list-style-type: none"> Individual needs are swiftly identified and targeted with timely and appropriate support that follows assess/plan/do review cycle. High expectations and high quality support/quality first teaching with good home/school communication ensure positive feedback from parents Use of five a day is embedded and evident during learning walks/quality assurance/coaching sessions etc Use of metacognitive approaches to lesson design is embedded and evident during learning walks/quality assurance/coaching sessions etc Mastering Number is taught consistently and effectively in all classrooms and this can be seen during learning walks/quality assurance/coaching sessions etc

<p>3 Good attendance (95% or ideally higher) for all of our disadvantaged children</p>	<ul style="list-style-type: none"> • Persistent Absenteeism is reduced from 2023-2024 (13.3%) for this group • Overall attendance for the end of year 24 25 is 95% or better (95% overall 23 24). With an aim for most to be 97% aspirational target.
<p>4 Pupils are supported and improve their social, emotional and/or mental health and overall wellbeing to flourish in our school</p>	<ul style="list-style-type: none"> • Observations and learning walks/monitoring of disadvantaged pupils show overall good self-esteem, friendship fostering, self-efficacy and that targeted support is in place for pupils when they require it. • Observations/learning walks and monitoring also shows high standards of behaviour in class, in groups, during Explorers and free play • Any assessments (Eg Boxall) show improving outcomes for individuals receiving targeted support
<p>5 Increased involvement and inclusion of disadvantaged children in the wider curriculum (Journey to Wellness Above and Beyond)</p>	<ul style="list-style-type: none"> • Disadvantaged pupils across school access half priced sports clubs to support healthier lifestyles and experience new activities (in conjunction with Sports Premium funding) • Disadvantaged children are supported to pursue wider interests that our families may otherwise not afford - Eg instrumental tuition • Swimming, residentials and trips to be half funded to enable all pupil premium to access • Increased uptake for this group of children in leadership roles in our school • ELSA support to continue as needed along with Social Communication, Coping with Anxiety and Draw and Talk for target children identified

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 848.60

Activity	Evidence that supports this approach	Challenge number(s) addressed/ costings
Staff development - metacognition and self regulation strategies in teaching	EEF -The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. (Plus eight months in Primary) Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1+2 (3.5 hrs per wk HLTA cover)
Use of flexible groupings in maths as part of the '5 a day' approach to quality first teaching (yr 5 and 6 weekly Yr 3 and 4 end of units)	EEF suggests +2 for attainment groupings EEF small group tuition +4 months and especially good for PP children (with diagnostic assessment impact can be even greater)	1+2 No PP cost allocated
Quality Assurance/Curriculum development – subject leaders/SLT to monitor and support to identify and act on areas for development in each subject	OFSTED Handbook explains that inspectors 'will look at how the leaders (including trust leaders) responsible for the curriculum have broken down the content into components and sequenced that content in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills. Inspectors will also consider the rigour of subject-specific planning.' (Therefore our own school leaders must do this too in order to ensure a good quality curriculum is being planned, taught and assessed.) OFSTED School Inspection Handbook OFSTED have acknowledged 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	1+2 No PP cost allocated

	<p>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 section about how they evaluate the curriculum (para 240 – 255 especially)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 32,594.86

Activity	Evidence that supports this approach	Challenge number(s) addressed/costings
1:1 Reading	<p>EEF One to One tuition (+5 months) States; Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>EEF reading comprehension strategies (+6 months)</p>	<p>1 +2 1 x HLTA 15 hrs per week 1x LSA 15 hrs per week 1 x LSA 7 hrs each week</p>
KS1 Mastering number as a targeted intervention	<p>Both Maths Hub and NCTEM support this approach to raising maths standards OFSTED cite this as an effective approach to raising maths standards in the research and analysis paper 'Co-ordinating mathematical success: the mathematics report July 2023</p>	<p>1+2 1 x LSA 1.5 hrs per week (including prep)</p>

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

Budgeted cost: £ 71,643.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To employ a Family Link Worker to improve attendance</p>	<ul style="list-style-type: none"> The Education Endowment Foundation March 2022 undertook a rapid evidence assessment on attendance interventions and programmes <p>‘- Interventions were categorized into nine types, including mentoring, parental engagement, responsive and targeted approaches, teaching of social and emotional skills, behaviour interventions, meal provision, incentives and disincentives, extra-curricular activities, and other.’</p> <p>Although it acknowledges more research, specifically in England, is needed, the methods generally saw improved outcomes for attendance.</p> <p>Working together to improve school attendance 2024: Schools must understand the need to; ‘be clearer on the link between improving attendance and wider school culture, including the importance of working in partnership with families to find supportive routes to improve attendance’</p>	<p>3 10% of salary</p>
<p>To employ a Family link Worker to strategically plan how to support families and raise expectations</p>	<p>EEF Parental engagement studies 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>	<p>4 20% of salary</p>
<p>To employ a Wellness Champion to support SEMH (SEL) and families</p>	<p>EEF Social and Emotional Learning + 4 months progress; 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"> 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. 	<p>4 30% of salary</p>

	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.	
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 20% of salary
To financially support disadvantaged children to attend clubs, trips, residential, music lessons, swimming lessons etc	OFSTED School Inspection Handbook section about how they evaluate the curriculum (para 240 – 255 especially) 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.’ National Curriculum – Cultural Capital ‘is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’ EEF Arts participation (+ 3 months progress) Cite it can have an impact on other curriculum areas in addition to ‘the arts’ too.	5 Residential - £3500 Cultural Capital experiences including music tuition = £1,500 Explorer Resources = £1000
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	5 Uniform £1000

	<p>improvement of behaviour and discipline</p> <ul style="list-style-type: none"> • If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform 	
<p>Pupil personal development - opportunities to develop talents and interests and wider experiences. (Explorer Time)</p>	<p>National Curriculum – Cultural Capital ‘is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’</p> <p>EEF Arts participation (+ 3 months progress)</p> <p>Cite it can have an impact on other curriculum areas in addition to ‘the arts’ too.</p>	<p>5</p> <p>Project takes 5 x LSAs x 5 for 5 hours each week + training time week</p>

Total budgeted cost: £ 106,090.15

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please Note

As this is a new Pupil Premium 3 year strategy there is currently no review.

The previous 3 year strategy review can be found on the website dated '2021 to 2024'

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

NA