



## Pupil Premium Three Year Strategy Statement 2020-23

### School overview

| Metric  | Data  |
|---|---|
| School name   | Barrington C of E Primary School  |
| Pupils in school                                      | 106   |
| Proportion of disadvantaged pupils                    | 13.2%   |
| Pupil premium allocation this academic year (2020-21) | £20, 485 (plus £2,428 carried forward of unused funding due to school closure for COVID-19) |
| Academic year or years covered by strategy statement  | 2020-23   |
| Publish date  | September 2020  |
| Review date   | Light touch review annually, full review July 2023  |
| Pupil premium lead                                    | Gill Davies   |
| Governor lead   | Stephanie Klockner  |

Interventions and early diagnosis of difficulties for pupils have the most positive impact on the pupils. Also improving the cultural capital of the PP pupils improves their experiences at Primary school and helps us achieve the vision and intent for the pupils. The very small cohort numbers affect the % greatly and the numbers are too small to publish the results and as a result they are also not published on the Ofsted data dashboard.

Our main aims are:

- Ensuring high quality teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers

- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental well-being, engagement with learning, attendance and behaviour
- To increase the cultural capital of pupil premium children and broaden their experiences

## **Barriers to future attainment**

| <b>Academic barriers to attainment</b>  | <b>Non-academic barriers to attainment</b>  |
|---|---|
| Weak language and communication skills  | Attendance and gaps in learning due to COVID-19   |
| Lack of learning materials at home e.g. age appropriate quality reading materials, technology | Low levels of academic resilience, emotional literacy and lack of growth mindset                                      |
| Low levels of resilience and stamina in learning tasks  | Lack of parental engagement in some hard to reach families  |
| Children disengaged from learning<br>Not seeing relevance of skills taught in school          | Low aspirations and lack of importance placed on education  |
| Lack of reading mileage/lack of fluency/ enjoyment of reading                                 | Time poor parents   |
| Reluctance to face independent challenges and over reliance on support?                       | Lack of focus and confidence due to poor mental health and wellbeing  |
| Lack of reading mileage   | Lack of parental confidence with supporting children with their homework  |
| Low levels of confidence in writing and a lack of writing stamina                             | Lack of wider experiences some children have access to  |
| Reduced time in school due to school closure during COVID-19 pandemic                         | Levels of academic proficiency and confidence in parents  |
|   | Complex and changing home situations in which the majority of the child care responsibility falls on a single parent. |
|   | Ability to pay for extra opportunities and increasing cultural capital for PP pupils within the family.               |
|   | Home learning environment, the availability of a quiet learning space and accessible help outside school.             |

## **Approaches to support**

- Additional adult support in English and Mathematics to personalise learning and raise outcomes for pupils – this includes a focus on ensuring that PP children are fairly represented in the children achieving at GD (greater depth) in reading, writing and Maths

- Careful monitoring and support to ensure that pupil premium children are fairly represented in the numbers of children achieving combined ARE and GD in reading, writing and maths.
- Using the Achievement for All and Cafes for all approaches to engaging parents with their children’s education and providing parents with support to enable them to work with their children at home. (COVID19 permitting)
- Providing social and emotional support/interventions to improve self-esteem and behaviour.
- Embed whole staff training to develop oracy skills in our children; oracy skills are an important life skill, but also underlie learning in all curriculum areas
- Audit of current provision and development of our whole school approach to well being
- Staff training to develop the skills of all staff to support well-being and mental health
- Development across the school of active learning strategies to engage children in lessons
- Enhanced/improved cultural capital – trips, activities, extra curriculum activities and inspiration days programme
- Using the support of local charitable trusts to ensure all children have access to technology at home to support their education

**Disadvantaged pupil attainment 2018-19 academic year (no data is available for 2019-10 due to COVID-19)**

Due to small numbers of PP in each year group and to maintain anonymity attainment and progress scores have been averaged across the school

**Disadvantaged pupil progress scores for 2018-19 academic year (last full school year for which data is available due to COVID-19)**

| Attainment | Below ARE |        | At ARE |        | Above ARE |        |
|------------|-----------|--------|--------|--------|-----------|--------|
|            | PP        | Non-PP | PP     | Non-PP | PP        | Non-PP |
| Reading    | 10.8      | 32.4   | 86.1   | 43.4   | 17.3      | 28     |
| Writing    | 25.6      | 31.3   | 60.6   | 44     | 13.9      | 20.7   |
| Maths      | 19.5      | 32.2   | 66.7   | 43.2   | 13.9      | 24.6   |

| Progress | Reading |        | Writing |        | Maths |        |
|----------|---------|--------|---------|--------|-------|--------|
|          | PP      | Non-PP | PP      | Non-PP | PP    | Non-PP |
|          |         |        |         |        |       |        |

|  |     |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|-----|
|  | 6.5 | 6.3 | 6.9 | 6.5 | 6.4 | 6.4 |
|--|-----|-----|-----|-----|-----|-----|

**Due to the school closure in summer 2020 it was not possible to collect end of academic year data for pupil progress, however, baseline data collected on the return to school in September 2020 show comparative levels of attainment**

| Attainment | Below ARE |        | At ARE |        | Above ARE |        |
|------------|-----------|--------|--------|--------|-----------|--------|
|            | PP        | Non-PP | PP     | Non-PP | PP        | Non-PP |
| Reading    | 23.9      | 18.3   | 40.5   | 27.8   | 35.7      | 56.7   |
| Writing    | 35.4      | 28.9   | 40.5   | 45.3   | 19        | 21.8   |
| Maths      | 21.4      | 23.7   | 54.8   | 33.4   | 23.8      | 41.7   |

### Teaching priorities support for current academic year

|   | Focus  | Activities   |
|---|--|--|
| Priority 1<br>Increasing the percentage of pupil premium pupils achieving at greater depth. | Increasing in confidence to write and writing stamina across the school. | <ul style="list-style-type: none"> <li>• Embed use of writing essentials across year groups</li> <li>• Embed the use of Write Stuff approach to develop a consistent approach to writing across the school which will increase attainment levels in writing</li> <li>• embed strategies for teaching spelling and developing vocabulary across the school</li> <li>• Writing in every lesson where appropriate</li> <li>• Write Stuff module to be taught each half term</li> <li>• Grammar Bricks used in English books and Grammar Brick KS2 display</li> <li>• Staff to raise writing expectations</li> </ul> |

|            |  |  |
|------------|--|--|
|            |  | <ul style="list-style-type: none"> <li>• Revised English Essentials in children’s English books.</li> <li>• Availability of skilled and experienced TA in each class for part of every morning to enable work in on these areas to take place in smaller targeted groups within lessons</li> </ul>   |
| Priority 2 | Development of reading across the curriculum, encouraging wider reading and developing a reading habit | <ul style="list-style-type: none"> <li>• Teachers to include reading texts in Progression documents for curriculum areas</li> <li>• Foundation lessons to include reading texts regularly</li> <li>• Availability of skilled and experienced TA in each class for part of every morning to enable this work to take place in smaller targeted groups within lessons</li> </ul>   |
| Priority 3 | Development of mathematical fluency across the school.   | <ul style="list-style-type: none"> <li>• Refresh training on 5 Big Ideas on Mastery particularly focusing on Representation &amp; Structure to use similar manipulatives for a similar mathematical skill/concept.</li> <li>• Promote &amp; encourage the use of NCETM Spine resources in alignment with WRH planning &amp; resources.</li> <li>• Greater use of Tagtiv8 (including in PE lessons) for building mathematical fluency.</li> <li>• Increased use of outdoor resources</li> <li>• Use of Diminishing the Difference in Y3 strategies with Y4 &amp; Y3.</li> <li>• Availability of skilled and experienced TA in each class for part of every morning to enable this work to take place in smaller targeted groups within lessons</li> <li>• Use of mathematical diagnostic tools at the start of a mathematical topic to assess gaps in pupil knowledge and understanding.</li> </ul> |

|   |  |
|---|--|
| Barriers to learning these priorities address | <p>We know parents have found writing hard to work on at home – this will be an area that needs work – how do we redress the loss of learning time?</p> <p>Weak language and communication skills<br/> Lack of reading mileage/lack of fluency/ enjoyment of reading<br/> Lack of reading mileage<br/> Low levels of confidence in writing and a lack of writing stamina</p> |
| Projected spending                            | £13,000  |

### Targeted academic support for current academic year

|   | Focus   | Activities   |
|---|---|--|
| Priority 1                                    | <ul style="list-style-type: none"> <li>Assessment of attainment gaps and gaps in learning work to address these gaps</li> </ul>   | <ul style="list-style-type: none"> <li>Availability of TA time in all classes to enable small group targeted work within lessons</li> <li>Availability of adults to pre-teach and follow up learning for whole class lessons</li> <li>Use of government funded tutoring scheme to provide targeted support for individual pupils.</li> <li>Use of Diminishing the Difference in Y3 strategies with Y4 &amp; Y3.</li> </ul> |
| Priority 2                                    | <ul style="list-style-type: none"> <li>Increase the percentage of PP children achieving GD and ARE- (post COVID) in all subjects</li> </ul>   |  |
| Barriers to learning these priorities address | <p>Attendance and gaps in learning due to COVID-19<br/> Lack of parental engagement in some hard to reach families<br/> Low aspirations and lack of importance placed on education<br/> Time poor parents<br/> Levels of academic proficiency and confidence in parents<br/> Lack of parental confidence with supporting children with their homework</p> |  |
| Projected spending                            | £5, 830   |  |

## Wider strategies for current academic year

|   | Focus   | Activities   |
|---|---|--|
| Priority 1                                    | <p>Mental well-being</p> <p>To ensure that the children, staff and parents acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for supporting the mental, emotional, social and physical wellbeing of both themselves and others</p>   | <ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Ongoing assessment of teacher workload</li> <li>• Tracking of needs, provision and impact for mental health support across the school</li> <li>• Emotional literacy and empathy</li> <li>• Academic resilience</li> <li>• Trauma informed practice and mindfulness approaches</li> <li>• Sensory spiritual garden/ quiet areas (Ministry of Design)</li> </ul> |
| Priority 2                                    | <p>Parental involvement and confidence in supporting their children's well-being and learning<br/>(Cafes for All/ Achievement for all approaches)</p>   | <ul style="list-style-type: none"> <li>• Parent information leaflets</li> <li>• Regular updates on well-being and mental health in the weekly school newsletter</li> <li>• Parent workshops (when possible under COVID restrictions)</li> <li>• Cafes for all sessions (when possible under COVID restrictions)</li> <li>•</li> </ul>  |
| Barriers to learning these priorities address | <p>Lack of focus and confidence due to poor mental health and wellbeing</p> <p>Low levels of academic resilience, emotional literacy and lack of growth mind-set</p> <p>COVID restrictions on events with parents</p> <p>Low levels of resilience and stamina in learning tasks</p> <p>Children disengaged from learning</p> <p>Reluctance to face independent challenges and over reliance on support?</p> <p>Lack of parental engagement in some hard to reach families</p> <p>Low aspirations and lack of importance placed on education</p> <p>Levels of academic proficiency and confidence in parents</p> <p>Lack of parental confidence with supporting children with their homework</p> |  |
| Projected spending                            | £3, 085   |  |

## Monitoring and Implementation Review 2021

|                               |   |   |
|-------------------------------|---|---|
| Teaching and targeted support | Projected spend<br>£18,830  | Actual spend<br>£18,485 ( staffing costs)   |
| <b>Area</b>                   | <b>Challenge</b>  | <b>Mitigating action</b>  |
| Teaching                      | Lack of time in school due to COVID-19<br><br>Staff and pupil familiarity with providing remote learning<br><br>Remote education – difficulties with availability of technology, engagement and ability of parents to provide support<br><br>Availability of resources and reading material at home | <ul style="list-style-type: none"> <li>• Additional remote support offered to PP pupils; well-being phone calls, small group Google Meet sessions, places in school for those who were vulnerable</li> <li>• Staff training on Google Classrooms, weekly staff meeting to share good practice and provide support to each other.</li> <li>• Pupils trained in school on using Google Classroom on September when school was open, homework set using this system during the autumn term; all families had accessed and were familiar with the system before the January Closure.</li> <li>• Support gained from local charities to part fund home chromebooks for 4 PP pupils – these will belong to the children and move with them to secondary school</li> <li>• Support from local church community to buy a bank of 13 school COVID chromebooks to enable every child to have a device at home to use.</li> <li>• Logins for online reading materials given to families, packs of practical resources provided.</li> <li>• Engagement and progress of PP pupils monitored; 50% of PP pupils invited to attend school.</li> </ul> |
| Targeted support              |   |   |



| Wider strategies   | Projected spend<br>£3,085   | Actual spend<br>£656.50   |
|--|---|---|
| Area   | Challenge   | Mitigating action   |
| <p data-bbox="136 359 398 837"><b>Mental well-being</b><br/><b>Priority 1</b><br/>To ensure that the children, staff and parents acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for supporting the mental, emotional, social and physical wellbeing of both themselves and others</p> <p data-bbox="136 837 398 1153"><b>Priority 2</b><br/>Parental involvement and confidence in supporting their children's well-being and learning<br/>(Cafes for All/ Achievement for all approaches)</p> | <p data-bbox="398 359 1167 446">Lack of time in school due to COVID-19</p> <p data-bbox="398 446 1167 534">Staff familiarity with providing remote learning</p> <p data-bbox="398 534 1167 1153">Covid-19 restrictions placing limitations on face to face contact with groups of parents</p> | <p data-bbox="1167 359 2072 391">Staff CPD – PD day in Sept focused on anxiety and resilience</p> <p data-bbox="1167 391 2072 454">Tracking of needs, provision and impact for mental health support across the school in place from the autumn term; regularly updated responding to needs arising</p> <p data-bbox="1167 454 2072 550">Emotional literacy and empathy – emotion of the week started during the autumn term – continued throughout the spring term. Parents involved in this through weekly school newsletter and whole school zoom assemblies during school closure.</p> <p data-bbox="1167 550 2072 710">Trauma informed practice and mindfulness approaches; weekly Trauma Informed Yoga introduced for all class groups in school at start of January, weekly home zoom groups started for each class at the end of January and class lessons in place on the return to school in March. Class teachers participate in sessions as PD so that they can use the strategies with the children at other times.</p> <p data-bbox="1167 710 2072 774">The opportunity to attend out of school sports activities provided to support pupil physical and mental well-being and support social engagement.</p> <p data-bbox="1167 774 2072 1013">Regular updates on well-being and mental health in the weekly school newsletter, links to resources and further information included. Mental Health Awareness Day activities in school in October and February. Children involved in teaching parents about mental health – family challenge to make a mental health information video and send it in.</p> <p data-bbox="1167 1013 2072 1093">Parent workshops and Cafes for all sessions will restart when possible under COVID restrictions</p> <p data-bbox="1167 1093 2072 1153">Sensory spiritual garden/ quiet areas (Ministry of Design) planning stage completed; work to install the garden will restart once we can safely have volunteers on site.</p> |