



Barrington C of E Primary School Pupil premium strategy statement 2021-22

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 (2022-23) and the effect that last year's spending (2121-22) of pupil premium had within our school.

School overview

Detail	Data
School name	Barrington C of E Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	14.4% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	Annual light touch review Full review July 2025
Statement authorised by	Gill Davies
Pupil premium lead	Gill Davies
Governor / Trustee lead	Nicky Rushton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,427
Total budget for this academic year	£24,257

Part A: Pupil premium strategy plan

Statement of intent

Belonging, Believing; Together Succeeding

Our vision, for all our children, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment, so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

This vision remains the same for all our pupils, regardless of their background or the challenges they face; we aim for all of our pupils to make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensuring high quality teaching in every class
- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and communication skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Levels of confidence in writing and a lack of writing stamina</p> <p>Internal and external (where available) assessments indicate that while the percentage of disadvantaged pupils attaining ARE in writing is broadly comparable to non-disadvantaged pupils, attainment of a greater depth level in writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have lack of reading mileage/lack of fluency/ enjoyment of reading</p> <p>This negatively impacts their development as readers. Internal and external (where available) assessments indicate that while the percentage of disadvantaged pupils attaining ARE in reading is broadly comparable to non-disadvantaged pupils, attainment of a greater depth level in reading among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p>Lack of focus and confidence due to poor mental health and wellbeing</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low levels of resilience and stamina in learning tasks/ reluctance to face independent challenges, low levels of emotional literacy and lack of growth mind-set</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Complex and changing home situations;</p> <p>Parental confidence to support children with their learning at home, the availability of a quiet learning space, accessible help outside school, time poor parents,</p> <p>Lack of parental engagement in some hard to reach families and low aspirations accompanied by a lack of importance placed on education all impact children's attainment</p>
6	<p>Cultural capital;</p> <p>The breadth of experiences and opportunities that children have access to have been shown to have positive impact on pupils attainment whereas</p>

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils using school Oracy resources developed in conjunction with School 21.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>This will be achieved through quality first teaching and focus children receiving targeted high-quality intervention.</p>	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that numbers of disadvantaged children reaching greater depth will be equal to those who are non-disadvantaged</p> <p>Subject specific targets;</p> <p>Writing -Percentage of pupils achieving ARE 80%, percentage achieving GD 20%</p> <p>Reading -Percentage of pupils achieving ARE 80%, percentage achieving GD 30%</p> <p>Maths -Percentage of pupils achieving ARE 80%, percentage achieving GD 10%</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated</p>	<p>SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families</p>

	feel supported and additional barriers alleviated where possible.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Using a range of approaches to develop all pupils understanding of what mental health is and how to protect it. The use of the Emotions4Learning approach across the school will support this.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, pupil and parent surveys and teacher observations • the percentage of disadvantaged pupils accessing enrichment activities will be equal to or exceed the percentage of non-disadvantaged children accessing enrichment activities • the percentage of disadvantaged pupils participating in school ministry activities will be equal to or exceed the percentage of non-disadvantaged children participating in school ministry activities • disadvantaged children will not be over represented in the pupils who have been referred for counselling, mentoring or emotional well-being support • all children in school will have the emotional literacy and vocabulary required to describe how they are feeling
Increased parental engagement in children's learning	<ul style="list-style-type: none"> • qualitative data from parent surveys and feedback at parents evening will
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p> <p>All our children will have the opportunity to experience a wide range of first hand experiences; for example school visits, live theatre and live music, sporting activities, music lessons</p>	<ul style="list-style-type: none"> • records of whole school inspiration day events and class enrichment activities will show the range of experiences and opportunities provided
All disadvantaged pupils will continue to meet national expectations for attendance/persistent absence.	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher ensures continued levels of attendance for PP pupils

Activity in this academic year (2022-23)

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	EEF pupil premium Guidance	1, 2, 3
<p>Head teacher to run a whole school coaching programme for teachers and Teaching assistants.</p> <p>Teaching staff working as a team to with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<p>EEF pupil premium Guidance</p> <p>EEF Teaching and Learning Toolkit</p>	1, 2, 3,4
Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up	– see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 2, 3
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	<p>EEF pupil premium Guidance</p> <p>EEF Teaching and Learning Toolkit</p>	1, 2, 3
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	<p>EEF pupil premium Guidance</p> <p>EEF Teaching and Learning Toolkit</p>	1
Emotions for Learning training – 7 X 1.5 hour training sessions for teachers and TA to support the children’s understanding of self-awareness, emotions, and relationships and ensure a consistent approach throughout the school.	EEF Teaching and Learning Toolkit	1, 4, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children using catch up funding and Pupil premium funding.</p> <p>Interventions to be monitored and evaluated by SENCo.</p> <p>Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school.</p>	<p>EEF pupil premium Guidance</p> <p>EEF Teaching and Learning Toolkit</p>	1, 2, 3
<p>Provision of counselling through YMCA; 1:1 sessions for pupils with the highest level of need Small group work focusing on resilience and self esteem</p> <p>Mentoring support provided for disadvantaged children</p>	<p>Government publication; the link between pupil health and wellbeing and attainment</p> <p>The impact of promoting student wellbeing on student academic and non-academic outcomes: an analysis of the evidence. Oxford Impact</p> <p>Humanistic counselling plus pastoral care as usual versus pastoral care as usual for the treatment of psychological distress– The Lancet 2021</p>	4

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

Budgeted cost: £3,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through nurture sessions, positive play sessions, and Lego and comic club sessions.</p>	<p>EEF toolkit – social and emotional learning</p> <p>EEF toolkit – parental engagement</p>	4,5

All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.		
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)	EEF – How can schools support parents' engagement in their children's learning; from research and practice EEF toolkit – parental engagement	4, 5
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through the whole school inspiration programme and class based first hand experiences (trips out and visits in), after school club funding for pupil premium children (3 clubs per year) and funding to support access to the residential for Y5/6 PP children	Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully . Education Endowment Trust Toolkit	4,6
Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully .	5
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, this will be achieved by; Promoting all children's awareness of mental health and strategies to support well-being. Providing social and emotional support/interventions to improve self-esteem and behaviour. 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 All staff trained to use a therapeutic approach to behaviour management (Cambridgeshire Steps). All staff to be trained in the Emotions4Learnign approach	Government publication; The Link between Pupil Health and Wellbeing and Attainment The impact of promoting student wellbeing on student academic and non-academic outcomes: an analysis of the evidence. Oxford Impact	4

Total budgeted cost: £ 24,343

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Monitoring and Implementation Review 2021-22

Teaching and targeted support	Projected spend £18,830	Actual spend £18,485 (staffing costs)
Area	Challenge	Mitigating action
Teaching	Gaps in learning due to ongoing impact of COVID-19 Increased anxiety levels and mental health issues	Improved oral language skills and vocabulary among disadvantaged pupils using school Oracy resources developed in conjunction with School 21. Quality first teaching for all children and focus children receiving targeted high quality responsive small groups support as soon as a need is identified
Targeted support	Reduced resilience levels	SENCo /Head teacher works with class teachers to identify and support families and children and work to alleviate barriers to learning. Extra reading time with volunteers and eddy the reading dog. Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. Pupils and families with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – out of school hours club, teacher parent meetings, support from head. YMCA counselling for children with high levels of needs

Mentoring with sports coach for children with SEMH needs

Well-being ministry working to promote mental health and ways to protect and support mental health to all children

Emotional literacy work across the school to help all children to develop their emotional awareness.

Disadvantaged pupil attainment 2021-22 academic year

EYFS -

	% pupils below ARE		% pupils at ARE		% pupils above ARE		% pupils at and above ARE	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	0	0	0	19	100	81	100	100
Writing	0	0	50	23.8	50	76.2	100	100
Maths	0	0	0	4.8	100	95.2	100	100

Within EYFS PP are out performing the non-PP pupils in all areas with the exception of GD writing.

KS1

	% pupils below ARE		% pupils at ARE		% pupils above ARE		% pupils at and above ARE	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	0	24.1	75	40.9	25	35	100	75.9
Writing	0	35.9	100	36.7	0	27.5	100	64.2
Maths	0	23.4	100	50	0	26.7	100	76.7

Within KS1 there are fewer PP pupils working below ARE in all core areas, however there are also fewer working at GD in all three areas

KS2

	% pupils below ARE	% pupils at ARE	% pupils above ARE	% pupils at and above ARE

	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	5.6	18.5	94.4	59.2	0	22.2	94.4	81.5
Writing	33.3	37	50	46.1	16.7	12.5	66.7	63
Maths	27.8	25.9	44.4	61.1	27.7	13	72.2	74.1

Within KS2 there are fewer PP pupils working below ARE in all core areas, however there are also fewer working at GD in all three areas

Wider strategies	Projected spend £3,085	Actual spend £656.50
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Area	Challenge	Mitigating action
<p>Mental well-being</p> <p>Priority 1</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>	<p>Increased anxiety levels and mental health issues</p> <p>Reduced resilience levels</p>	<p>Staff CPD – PD day in Sept focused on anxiety and resilience</p> <p>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>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>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>The opportunity to attend out of school sports activities provided to support pupil physical and mental well-being and support social engagement.</p>
<p>Priority 2</p> <p>Parental involvement and confidence in supporting their children’s well-being and learning (Cafes for All/ Achievement for all approaches)</p>		<p>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>Parent workshops and Cafes for all sessions will restart when possible under COVID restrictions</p> <p>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>

Percentage of pupils accessing some form of 1:1 school based emotional well-being support;
40% of PP pupils
4% of non PP pupils accessed some 1:1 support during the last academic year

Attendance

	Number of pupils	Over all school attendance %	Authorised absence %	Unauthorised absence %	Late before	Late after
Pupil premium	15	93.61	5.94	0.45	0.23	0.29
Non pupil premium	109	92.85	6.33	0.82	0.14	0.37

Percentage of pupils accessing after school activity clubs;
PP pupils 53%
Non PP pupils 58%

Externally provided programmes

None used.