

Pupil Premium strategy statement: BARNES PRIMARY SCHOOL

This statement details our school's use of Pupil Premium funding (and Recovery Premium for the 2021 to 2022 academic year) 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	Barnes Primary School
Number of pupils in school	474
Proportion (%) of Pupil Premium eligible pupils	2.95%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	20/12/2021
Date on which it will be reviewed	31/07/2022
Statement authorised by	Sue Jepson (Headteacher)
Pupil Premium lead	Heather Smith
Governor lead	Antonia Lord

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£21,014.20
Recovery premium funding allocation this academic year	£2,030.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,044.20

Part A: Pupil premium strategy plan

Statement of intent

Background

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI). Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns.

Additional government funding, the Pupil Premium Grant, is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of vulnerable pupils.

All staff and governors of at Barnes Primary School are committed to ensuring that 'quality first teaching' and the learning, love and laughter that we deliver meets the needs of every pupil, so that all can reach their full potential. It is our stated aim to ensure that barriers are removed so that all our pupils can know more and remember more (and indeed do more) in order to maximise their life skills and therefore their life chances.

Barnes Primary School uses the Department for Education (DfE) seven building blocks for raising the attainment of disadvantaged pupils when establishing and reviewing our Pupil Premium strategy:

- Promoting an ethos of universal attainment, rather than stereotyping disadvantaged pupils as a group with less potential to succeed;
- Having an individualised approach to addressing barriers to learning and emotional support – and from an early stage;
- Focussing on quality-first, whole-class teaching to raise standards for all and diminish potential stigmatisation;
- Focussing on outcomes for individual pupils rather than providing strategies;
- Deploying our best staff, who know our disadvantaged pupils;
- Making evidence-based decisions, using frequent assessment and decision points;
- A leadership team that sets ever-higher aspirations for raising attainment for all pupils, devolving responsibility to all staff to deliver it and empowering them to do so.

Our intention is to enable every single child in our school to reach, or surpass, the national performance expectation for their age. We wish to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils to be confident, independent and resilient learners. This way, they can move on to the next phase of their education without carrying the burden of inequality with them.

Challenges

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

Challenge number	Detail of challenge
1	Limited communication skills, with under developed oral language skills and vocabulary gaps evidenced amongst disadvantaged pupils across the school.
2	Internal assessment and observations indicate lower attainment amongst disadvantaged pupils in one or more core subject areas when compared to age related national expectations.
3	Limited wider-life opportunities to inspire and support underprivileged pupils available in the home and community, which has particularly disadvantaged this group during the pandemic.
4	Attachment related needs act as a barrier to learning for some LAC and Post-LAC pupils, those with SEND and children who have moved frequently.
5	Low and inconsistent attendance and lack of parental engagement for several children eligible for Pupil Premium causes learning sequences to be fractured.
6	Very low PPG numbers across the school, leading to the potential for it not being high enough on the agenda for proper analysis of needs and solutions.

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
Improved oral language skills and vocabulary among disadvantaged pupils	<p>Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through participation in paired, group and class discussions) and ongoing formative assessment.</p> <p>NELI language assessments, on start and completion of the programme, evidence an increase in scores for disadvantaged pupils in identified areas of oral communication.</p> <p>Phase reviews, learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary development in pupils eligible for Pupil Premium as a result of quality first teaching across the curriculum.</p>

<p>Improved core subject attainment among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved attainment, engagement and confidence in core subjects among disadvantaged pupils:</p> <p>End-of-phase reading assessments evidence disadvantaged pupils attaining at least national expectations over the period of this statement;</p> <p>The gap between disadvantaged and non-disadvantaged progress scores in reading reduced by at least 50% on 2018/19 data;</p> <p>End-of-phase GPS assessments evidence disadvantaged pupils attaining at least national expectations over the period;</p> <p>The gap between disadvantaged and non-disadvantaged progress scores in Writing reduced by at least 25% on 2018/19 data;</p> <p>End-of-phase maths assessments evidence disadvantaged pupils attaining at least national expectations over the period;</p> <p>The gap between disadvantaged and non-disadvantaged progress scores in Maths reduced by at least 10% on 2018/19 data.</p>
<p>Increased opportunities for cultural capital for disadvantaged pupils to achieve greater equality</p>	<p>All parents are reading with their child(ren) at home, evidenced by comments in reading journals.</p> <p>All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular music tuition.</p> <p>100% of children eligible for PPG attend a suitable, quality before or after school club.</p> <p>100% of children eligible for PPG attend residential school trips.</p> <p>100% of children eligible for PPG participate in at least one competitive supporting event a year throughout their time at Barnes Primary School.</p> <p>100% of children eligible for PPG take on a position of responsibility such as class or playground monitor, pupil council, food focus group, sports lead, eco lead or Pupil Parliament representative.</p> <p>Opportunities for cultural capital embedded in remote learning in the event of self-isolation requirements or wider school closures.</p>
<p>Attachment is understood by all pupil-facing staff</p>	<p>School becomes 'Attachment Aware' and all staff have been trained on attachment.</p> <p>Attachment behaviour can be recognised, reacted to positively and the underlying need supported by all staff working with attachment-compromised children.</p> <p>LAC and Post-LAC children feel supported as demonstrated by pupil and parental feedback.</p> <p>All children in need of resilience support are identified and attend resilience groups for a minimum of 6 weeks.</p> <p>Families in need are well supported/signposted as demonstrated by parental feedback.</p>
<p>Improved attendance</p>	<p>Negligible difference in attendance for disadvantaged children in comparison to their peers.</p>

Widely supported and successful PPG strategy	<p>PPG team members will engage whole staff body through training, coaching, sharing good practice and using resources strategically.</p> <p>PPG children will be additionally tracked as part of phase and SEND reviews.</p> <p>Minutes of Governing Body and committee meetings will demonstrate robust overview of PPG.</p> <p>The school will achieve the stated success criteria in this strategy statement.</p>
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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: £10,750

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>The highest quality teaching throughout the school developed through well-conceived and successful continual professional development (CPD) on effective pedagogy and brain development</i></p> <p>Leadership time for mentoring ECTs: £1,720</p> <p>External training provision: £500</p> <p>Additional hours for part time teachers for INSET training: £1,450</p>	<p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Rob Coe and colleagues (2014) identify six components of teaching that lead to improved student outcomes. Amongst them is quality of instruction which includes elements such as effective questioning and use of assessment by teachers, along with specific practices such as reviewing previous learning, retrieval, low stakes testing, spaced learning, providing model responses for students and giving adequate time for practice to embed skills securely.</p> <p>EEF: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	1, 2, 3,
<p><i>CPD sessions for support staff on developing pupils' oral language skills and vocabulary development</i></p> <p>CPD allowance: £510</p>	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Durrington Research School (2021): Developing pupils' oral language, vocabulary, reading comprehension and metacognition are often at the heart of an effective strategy for addressing socio-economic disadvantage.</p>	1,

<p><i>CPD sessions for all EYFS staff on assessing and developing pupils' early oral language skills using the Nuffield Early Language Intervention programme (NELI)</i></p> <p>Cover for 2 teachers for 1 day : £365</p> <p>Cover and supply for 3 EYFS TAs for 4 days: £1,420</p>	<p>EEF: The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. This is true for both the more expensive, 30-week version, starting in nursery, and the 20-week version, delivered only in school. Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months' additional progress for the 20-week version.</p>	<p>1,</p>
<p><i>Termly, data-driven pupil progress meetings between Headteacher, SEND lead, phase leaders and class teachers to identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet these</i></p> <p>Cover: £1,640</p>	<p>Macleod et al (2015): Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogenous approach.</p>	<p>1, 2, 3, 5,</p>
<p><i>Release time for phase leaders and teachers to create engaging and accessible remote learning tools – including opportunities for cultural capital - in the event that disadvantaged children are forced to learn remotely</i></p> <p>Cover: £365</p>	<p>DfE (Understanding Progress in the 2020/21 academic year): The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap in primary schools.</p> <p>RS Assessment (The impact of school closures on autumn 2020 attainment): The Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group in Maths, a widening of 2 months since 2019.</p> <p>EEF: Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group extra-curricular lesson, for example a drama class [during lockdown].</p>	<p>1, 2, 3,</p>
<p><i>Release time for SLT to undertake the year-long Attachment Aware Schools training to minimise implications of poor attachment on educational and emotional development and to enable the development of a whole school Relationships policy</i></p> <p>Cover/additional hours: £2,270</p>	<p>Louise Michelle Bomber: Pupils who have experienced significant relational traumas and losses in their short lives to date often have developmental vulnerabilities in the following areas: executive functioning, regulation and psychological development. An Attachment Aware School ensures that these three areas are attended to.</p>	<p>4,</p>

<p><i>CPD sessions for all staff (and some governors) on attachment, emotional coaching and Attachment Aware school strategies to lessen the educational and emotional implications of poor attachment in LAC, Post-LAC and other disadvantaged children</i></p> <p>CPD allowance (support staff): £510</p>	<p>Sir John Timpson: There is very little about any relational work in teacher training. This lack of skill set and awareness around these issues mean that teachers are poorly equipped and have only behaviour management systems to fall back on.</p> <p>Rees Centre: Preliminary studies suggest that increased awareness of attachment and trauma issues among teaching and non-teaching staff can positively influence the school environment, enhance wellbeing and ultimately improve learning and educational outcomes for vulnerable young people.</p>	<p>4,</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,310

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>Delivery of NELI programme for Reception-aged pupils</i></p> <p>Cover for YR TAs 2 hour pw for 20 wks: £680</p>	<p>RAND (commissioned to conduct a randomised, controlled trial into the effectiveness of NELI): NELI appeared to have a positive impact on children’s language skills:</p> <ul style="list-style-type: none"> • Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading. • Children with English as an additional language (EAL) on the NELI programme made the equivalent of three additional months’ progress in language skills. • Teaching assistants, teachers and headteachers agreed that NELI had a positive impact on children’s language skills, with teaching assistants commenting that they observed improvements in the vocabulary of children, as well as in their narrative and story-telling skills, their attention and engagement levels, and in their confidence when communicating. <p>EEF: Teaching assistants delivering the programme reported that they found it difficult to devote enough time to it, and that support from senior staff was required to protect the programme time.</p>	<p>1, 2, 3,</p>

<p><i>To offer support that may not be available in the home through before and after school small group, paired or 1:1 teams sessions, led by school teaching and support staff who know the children</i></p> <p>Additional supply hours: £3,460</p>	<p>Macleod et al (2015): the best staff should be deployed to support disadvantaged pupils with schools developing skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.</p> <p>EEF: effective deployment of adult support in 1:1 small group settings in a structured environment demonstrates a consistent impact on attainment of approximately 3 to 4 additional months' progress.</p> <p>Durrington Research School: Pupils are far more likely to take on board feedback about themselves as learners when it comes from adults who are trusted by them and show a genuine interest in their learning.</p>	<p>2,</p>
<p><i>Regular targeted reading intervention for lowest 20% of readers, meeting the individual needs of the child and giving them the opportunity to read with and to an adult on a regular basis</i></p> <p>Additional staffing 3 hours pw: £1,630</p>	<p>Literary Trust: The majority of children will have spent less time reading, writing, speaking and listening during lockdown. Children eligible for Free School Meals and Pupil Premium are therefore especially likely to benefit from targeted interventions.</p> <p>Sir Kevan Collins: Making sure all pupils experience the joy of reading and leave primary school with good reading skills is crucial, not just for their academic success later in school, but for building rewarding careers and lives beyond school. Yet a disadvantaged child in England is still much more likely than their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading.</p>	<p>1, 2, 3,</p>
<p><i>Resilience group sessions for those disadvantaged pupils identified as requiring support, particularly after periods of remote learning</i></p> <p>Additional staffing 1 hour pw: £540</p>	<p>EEF: A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>Public Health England: Evidence shows that resilience could contribute to healthy behaviours, higher qualifications and skills, better employment, better mental wellbeing.</p>	<p>1, 2, 3, 4,</p>

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

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>Increasing the number and quality of decodable books (and those in the school's book pack scheme) and introducing lunchtime book clubs so that children with few books in the home can access the resources necessary for them to become readers for pleasure</i></p> <p>Resources: £1,000</p>	<p>EEF: 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.</p> <p>Centre for Literacy in Primary Education (CLPE): Research shows us, that being literate changes your life. The research also shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor.</p> <p>Encouraging reading for pleasure is a social justice issue.</p>	<p>1, 2, 3,</p>
<p><i>To provide disadvantaged children with free access to extended provision at school, including holiday camps, and heavily subsidised instrumental lessons, trips and visits</i></p> <p>Clubs: £1,500 Music tuition: £1,750 Trips and visits (inc residential): £1,600 Holiday clubs: £200</p>	<p>National Curriculum and OFSTED handbook (2019): Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system. It 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: Only 2% of children eligible for FSM, compared to 11% of those not eligible for FSM, have participated in a private lesson for extra-curricular activities, such as a piano lesson [during the period of the pandemic]</p>	<p>3, 4,</p>
<p><i>Implementing strategies (including working with EWO, providing free places at before school clubs and facilitating parent engagement groups) to ensure regular attendance</i></p> <p>EWO: £630 Wraparound care: £200 Resources for parent group sessions: £100</p>	<p>DfE (2020): Central to raising standards in education and all pupils can fill their potential is an assumption that is so widely understood that it is insufficiently stated: pupils need to attend school regularly to benefit from their education. Children with poor attendance tend to achieve less in both primary and secondary school.</p>	<p>5,</p>

<p><i>Ensuring a high priority on PPG children, and those with co-occurring barriers to learning, despite low numbers</i></p> <p>Leadership time: £520</p>	<p>Education Policy Institute (2016): Equality of outcomes matters. We know that poor children are 43 per cent less likely to go to university, three times as likely to claim unemployment-related benefits at age 19 and their earnings are estimated to be 28 per cent lower at age 34.</p> <p>EEF: Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p>	<p>6,</p>
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Total budgeted cost: £24,560

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

COVID-19 resulted in school closure from 23/03/2020 until a phased return for all year groups starting in June 2020. Schools then faced a further general closure from January 2021 to 08/03/2021. From the outset, Barnes Primary School sought to ensure that our most vulnerable children were supported. This was addressed in our Remote Learning Statement which stated: 'Learning from home can be challenging for a variety of reasons, especially when coupled with social or lifestyle limitations'.

The school identified technology-deprived pupils immediately prior to lockdown and within a few days all such children were either learning in school or had been lent a school computer to continue learning from home. IT staff were released to provide the necessary support to those unused to technology and buddies set up to assist families with English as an additional language (EAL). The home technology audit continues to be updated so that need is pre-identified in the event of future isolation requirements and learning time therefore maximised.

All children eligible for Pupil Premium were encouraged to accept a place onsite to learn at school throughout the general closures. The school increased take up by this group from 21% at the start of the first lockdown to 79% by the second. Direct, quality academic and pastoral support was always available to children learning in school and hot meals were delivered to classrooms daily.

The school provided remote learning to those who could not be persuaded to attend in person, with vulnerable children being individually supported by staff who knew them to ensure their prior progress was not reversed. Staff members also reached out by telephone and video call at least weekly to our most vulnerable families, with any concerns immediately escalated. Prior to free school meal vouchers becoming available, the school put together weekly food parcels for vulnerable pupils learning from home and these were accompanied by books and other learning resources.

With very few exceptions, the additional measures and support put in place for our Pupil Premium children resulted in highly engaged learning during this difficult time. This is borne out by internal assessments after return to school in Spring 2021. These evidence our Pupil Premium cohort making very similar added value progress to non-PPG children generally and, in a number of subjects, greater progress:

			Reading		Writing		Maths		Science		GPS		ALL
			Average Point Score	Increased score over prev year (summer)	Average Point Score	Increased score over prev year (summer)	Average Point Score	Increased score over prev year (summer)	Average Point Score	Increased score over prev year (summer)	Average Point Score	Increased score over prev year (summer)	Average increased score
		Cohort size											
Year 1	No Pupil Premium eligible children in year group	60											
Year 2	Pupil Premium	3	65.00	21.00	60.00	16.50	62.00	19.50	63.00	16.50	60.00	16.50	18.00
	Non Pupil Premium	57	67.58	18.41	65.79	17.41	67.42	18.35	67.80	17.94	65.79	17.41	17.91
Year 3	Pupil Premium	3	83.00	17.00	83.00	18.00	83.00	17.00	84.00	18.00	84.00	19.00	17.80
	Non Pupil Premium	55	85.44	17.65	84.83	18.29	85.22	17.65	85.78	18.35	85.09	18.52	18.09
Year 4	No Pupil Premium eligible children in year group	60											
Year 5	Pupil Premium	2	118.50	19.50	117.00	16.50	117.00	15.00	120.00	18.00	118.50	18.00	17.40
	Non Pupil Premium	58	121.66	18.22	120.93	18.11	121.60	18.00	121.47	17.94	121.45	18.61	18.18
Year 6	Pupil Premium	5	135.60	18.00	135.60	17.40	136.20	17.40	135.60	16.80	135.60	17.40	17.40
	Non Pupil Premium	46	139.50	17.73	138.98	17.73	139.00	17.58	139.43	18.00	139.04	17.52	17.71

Gaps in learning were evident in some cases however and these were the first children targeted in measures introduced by the school on our return in March 2021. These included: additional Teaching Assistant resource in classrooms; teacher and TA-led one-to-one and small group sessions before, during and after school; and learning mentor-led resilience groups. Many of these initiatives have continued into the current academic year.

Externally provided programmes

Not applicable at Barnes Primary School

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Not applicable at Barnes Primary School

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.