ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER TO BECOME THE BEST THAT WE CAN BE

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Barrow URC Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	2.4%
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	15th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Nicola McArdle Headteacher
Pupil premium lead	Nicola McArdle Headteacher
Governor / Trustee lead	Paul Adnitt Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360
Pupil premium resources	£1,000
Recovery premium funding allocation this academic year	£2000
School Led Tutoring Grant	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13,360

Part A: Pupil premium strategy plan - Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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 that teaching and learning opportunities meet the needs of all the pupils and that the quality of teaching experienced by all children is developed and improved.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals are socially disadvantaged
- We use our knowledge of pupils and families to identify pupils we consider need extra support including classes, groups or individuals.
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier
- Providing small group work focussed on overcoming gaps in learning and running nurture groups.
- Ensuring that all teaching assistants are deployed and used effectively to support children according to identified need
- Supporting/subsidising payment for activities, educational visits and experiences.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Aiming at accelerating progress, particularly the most able disadvantaged at least in line with non-disadvantaged peers.

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
Increase of KS1 and 2 attainment in reading, writing and maths Closing gaps agenda for PP pupils.	Support groups and catch up booster sessions planned, resourced and evaluated effectively to ensure that they have the maximum possible impact. Achieve at least national average progress scores in KS1 and KS2 and attainment at end of key stages at least
TAs deployed effectively to support recovery and catch-up across the school. Training in place to enable effective provision.	TA employed to support disadvantaged children, training in place for TAs on various intervention programmes when needed.
Increased well-being and emotional support for all pupils, including those eligible for PP	Support groups continued for PP children with TAs when required. Focus on social and emotional learning across school and raised awareness of everyone's mental health through the introduction of 'My Happy Mind'.
Pupils' achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained.	Experiences and visits planned for children across the year, wide range of extra-curricular clubs. Pupil voice shows a greater understanding of the world around them.

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

Budgeted cost: **£8216**

Activity	Evidence that supports this approach
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF
Red Rose Letters and Sounds Subscription DfE validated Systematic Synthetic Phonics programme Library to be stocked	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3

Targeted academic support - Budgeted cost: **£1056**

Activity	Evidence that supports this approach
Additional phonics sessions/ 1:1 reading time targeted at disadvantaged pupils who require further phonics support. Teaching Assistant to be deployed strategically according to the needs of the children.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF
Extensive CPD for all staff in school – to create highly effective practitioners in all classrooms. Fully planned approach to CPD utilises LA SIP and high quality trainers.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. *"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."*

Wider strategies - Budgeted cost: **£4,088**

Activity	Evidence that supports this approach
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.
Enrichment opportunities offered to disadvantaged children including residential, school trips and 1 after school club session per half term.	
Improve the quality of social and emotional (SEL) learning. 'My Happy Mind' Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)

Total budgeted cost: £13,360

Part B: Review of outcomes in the previous academic year

Outcomes

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

Our work within 2021-22 has led to improving outcomes, particularly in
Reading and Maths across all class in in school, and 2022 outcomes are higher than pre-pandemic published data at the end of KS2 with progress measures in line with National average.
Support staff deployment and tutoring for identified individuals is having a positive impact upon their learning. Educational visits and enhancement opportunities have supported children's wider development. Individual emotional support provided to children in the form of nurture, is having a positive effect across school.

Attainment Data 2021/22

KEY STAGE 2 Results (May 2022)

	Reading Comprehension			Grammar, Punctuation & Spellings			Writing (TA)		Maths			Combined RWM	
	% EXS+	% GDS	Average Scaled Score	% EXS+	% GDS	Average Scaled Score	% EXS+	% GDS	% EXS+	% GDS	Average Scaled Score	% EXS+	% GDS
School (2022)	88%	48%	108	92%	40%	108	92%	20%	80%	28%	105	80%	16%
National (2022)	74%	28%	105	72%	28%	105	70%	13%	71%	22%	104	59%	N/A