

Pupil premium strategy statement 2023/2024

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 | Barham Church of England Primary School |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 12.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/24 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Alison Higgins and Jo Duhig |
| Pupil premium lead | Alison Higgins/Michelle Anderson/Jo Duhig |
| Governor / Trustee lead | Tim Hopthrow |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £32,510 |
| Recovery premium funding allocation this academic year | £3,226 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £35,736 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced by individual pupils. There are a number of potential barriers to learning to be considered for pupils in receipt of Pupil Premium at Barham. These include learning difficulties, complex family situations currently or in the past, leading to social and emotional difficulties or reduced support, attendance or punctuality issues or financial issues reducing the opportunities open to the child. Each child entitled to the Pupil Premium grant is unique in his/her situation and our response to their needs must reflect this. Given the small number of children who are eligible for Pupil Premium funding at Barham, there is no commonality or trend as to barriers to learning and so each child has a unique profile of need. In 2022-24 we will continue to use strategies that have proved to be effective for our pupils over the past couple of years, providing bespoke support for our small, but increasing number of pupils. Particular strategies are used as applicable to the unique child and each child is considered separately. As part of our strategy, we will continue to develop our staff in order to effectively implement our strategies. We expect the Pupil Premium grant to narrow the gap in attainment and achievement that can sometimes arise for those eligible for the grant. Standards at Barham School are higher than the national average, but nevertheless we have high ambitions for those receiving Pupil Premium to attain as well as their peers. We will use our attainment tracking systems to plot the progress of pupils in receipt of Pupil Premium. This progress is tracked 3 times during the school year.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupil both nationally and within school data
- For disadvantaged pupils to achieve Age Related Expectation at the end of Year 6 and thus be secondary ready and on track to achieve GCSEs in English and Maths.
- To ensure children in receipt of Pupil Premium Funding are given the same extra-curricular opportunities as other pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low attainment – less access to home reading and support with homework compared to peers, less exposure to good communication. |
| 2 | Slower progress of PP children from KS1 to KS2. |
| 3 | Ensuring good attendance – some pupils need access to before and after school clubs to help achieve good attendance. |
| 4 | Lack of enrichment experiences in and outside school due to lack of finances |
| 5 | Challenging family circumstances – ensuring vulnerable families continue to access the support they need, to ensure their children feel positive and successful. |

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 |
|---|--|
| Pupils with Pupil Premium achieve academically in line with their peers, or make adequate progress if they also have special educational needs. | <ul style="list-style-type: none"> • Pupil progress data shows that pupils with Pupil Premium make similar or better progress when compared to their peers who may be less disadvantaged. • Pupils achieve the expected standard or better at the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. • Pupils with special educational needs as well as Pupil Premium make good progress through specific targets identified |
| Pupils leave Barham School having enjoyed the range of enrichment activities available to pupils attending the school. | <ul style="list-style-type: none"> • Pupils with Pupil Premium have engaged in school trips and visits, and been able to take part in sports, |

| | |
|--|---|
| | <p>music and creative arts lessons/clubs.</p> <ul style="list-style-type: none"> • Pupils have taken part in school opportunities to broaden their horizons and enrich their life experiences. • They have been able to attend Breakfast and After School Clubs if that improves the capacity for their parents to work and increase family income. |
| <p>Our intent is to help our children grow into adaptable, confident young people who are resilient independent learners with enquiring minds and a 'can do' attitude, coupled with humility and kindness as promoted through our Christian Values of Compassion, Thankfulness, Service, Endurance and Humility.</p> | <ul style="list-style-type: none"> • Pupils with Pupil Premium demonstrate the capabilities to take on key school roles in Year 6. • They demonstrate a thirst for learning and engage well in lessons, as shown in their involvement in lessons, recorded work and their wider responsibilities through the school |
| <p>Vulnerable families continue to access the support they need, to ensure their children feel positive and successful.</p> | <ul style="list-style-type: none"> • Parent surveys/feedback show that parents feel supported by the school • Parents accessing appropriate support from outside agencies |

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: £12,580

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teacher employed to teach specific pupils in small group booster sessions. | Education Endowment Foundation: Small Group Tuition (low cost, moderate impact) | 1 |
| Staff training in Language Link (speech and language intervention) | Education Endowment Foundation: Oral language interventions (low cost, very high impact) | 1 |
| Phonics groups in Key Stage 1 classes (including staff training) | Education Endowment Foundation: Phonics (very low cost, very high impact) | 1 |

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

Budgeted cost: £ 5,906

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| Booster lessons | Education Endowment Foundation: Small Group tuition (low cost, moderate impact) | 1 |
| Teaching Assistant interventions | Education Endowment Foundation: Teaching Assistant interventions (moderate cost, moderate impact). | 1 |
| Online Learning Subscriptions | Education Endowment Foundation: Homework (Very low cost, high impact) e.g. My Maths, Oxford Owl e-library, BOFA | 1, 2, 4 |
| EAL resources | Oral language interventions (Very low cost, high impact) | 1, 5 |

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

Budgeted cost: £17,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Funding for attendance at curriculum clubs & residential/school trips | Education Endowment Foundation: Arts/Sports participation (low-moderate cost, moderate impact). | 3 |
| Cycle of enrichment opportunities within the school day | Education Endowment Foundation: Arts participation (very low cost, moderate impact) e.g. Now Press Play, Forest School | 3 |
| Bursary for books to keep at home | N/A | 1, 4, 5 |
| Funding for attendance at breakfast/after school clubs | Education Endowment Foundation: Breakfast Club (low cost, moderate impact – 2017 research) | 2 |
| Funding for school uniform | Education Endowment Foundation: School Uniform (low cost, unclear impact) | 3 |
| Family Liaison Officer | Education Endowment Foundation: Parental engagement (very low cost, moderate cost) | 5 |
| Play Therapy and Drawing and Talking | Education Endowment Foundation: social and emotional learning (very low cost, moderate impact) | 5 |
| Bursaries for residential | N/A | 4, 5 |

Total budgeted cost: £ 35,736

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 2022 to 2023 academic year.

| Attainment of Disadvantaged KS2 pupils in 2023 | | |
|--|---------------------------------------|-------|
| Expected Standard at KS2 | Pupil Premium | All |
| Reading | 100% | 86.7% |
| writing | 100% | 86.7% |
| Maths | 50% | 86.7% |
| Combined | 50% (Kent Free School Meals 39.1%) | 76.7% |

Externally provided programmes

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 |
|------------------------------------|-------------------------------|
| Phonics and e-books | Essential Letters and Sounds |
| Maths | MyMaths |
| Literacy Shed (spelling & reading) | Ed Shed |
| Times tables | TT Rockstars |
| Speech and Language | Speech Link and Language Link |
| Emotional Well being | Zones of Regulation |
| Maths | White Rose Maths |

| | |
|---------------------------------|---------|
| Singing and music | Sing Up |
| Seesaw online learning platform | Seesaw |