

Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barham CE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils (September 2021)	25 pupils (12%) 3 (LAC) 2 Ever 6 20 FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Alison Higgins
Pupil premium lead	Alison Higgins
Governor / Trustee lead	Tim Hopthrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,980
Recovery premium funding allocation this academic year	£2,600
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	£34,580

Part A: Pupil premium strategy plan

Statement of intent

There are a number of potential barriers to learning to be considered for pupils in receipt of Pupil Premium. 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 2021-22 we 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 those expected nationally, 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.

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
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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, music and creative arts lessons. • 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.
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.	<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.
Vulnerable families continue to access the support they need, to ensure their children feel positive and successful.	<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.

The school refers to the Education Endowment Fund evaluation toolkit when completing this: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost £10,900

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 class (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: £12,450

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

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

Budgeted cost: £8,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding for attendance at curriculum clubs & residential/school trips</i>	<i>Education Endowment Foundation: Arts/Sports participation (low cost, moderate impact).</i>	3
<i>Cycle of enrichment opportunities within the school day</i>	<i>Education Endowment Foundation: Arts participation (very low cost, moderate impact)</i>	3
<i>Funding for attendance at breakfast/after school clubs.</i>	<i>Education Endowment Foundation: Breakfast Club (low cost, moderate impact – 2017 research).</i>	2
<i>Funding for school uniform</i>	<i>Education Endowment Foundation: School Uniform (low cost, unclear impact).</i>	3
<i>Family Liaison Officer</i>	<i>Education Endowment Foundation: (moderate impact, moderate cost)</i>	5

Total budgeted cost: £31,980

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.

There were 16 pupils in receipt of Pupil Premium or Pupil Premium Plus (previously looked after children) during the year. 8 of these were only Pupil Premium for part of the year, with 5 joining or leaving during the year. 11 pupils in receipt of Pupil Premium attended the school for the whole year, although some were only Pupil Premium for part of that time.

Our funding priorities for 2020-21 fell into 3 key areas:

- Learning and the Curriculum
- Family Support
- Enrichment within and outside of school

Learning and the Curriculum

- Highly effective teaching and learning opportunities that meet the needs of all of the pupils. Costs in 2020-21: £3,477
- Teacher employed to teach specific pupils in 1:1 or small group sessions. Costs in 2020-21: £1,899
- TA support deployed to teach specific children in 1:1 or small group interventions. Costs in 2020-21: £10,198
- Extra resources for specific groups of pupils (such as SEN). Costs in 2020-21: £2,250

In 2020-21 the impact of this support was seen in pupils attaining well in Reading (79% achieving at the expected standard at the end of the year) and in expected or better progress in Writing and Mathematics. 82% of pupils with Pupil Premium made expected or better progress in Writing and 100% of pupils with Pupil Premium made expected or better progress in Mathematics.

Family Support

- Ensuring good attendance through providing before and after school clubs. Costs in 2020-21: £363

- Support for vulnerable families through Family Liaison Officer. Costs in 2020-2021 £2,500

The provision of before and after school clubs has enabled parents to drop and collect their children at earlier and later times to suit their work commitments. Attendance and punctuality for pupils receiving pupil premium in 2020-21 was 95.2%

Enrichment within and outside of school

- Helping pupils receiving Pupil Premium with funding for uniform, trips, or any other school activities which may involve a financial cost or voluntary contribution
Costs in 2020-21: £59
- Helping finance some out of school activities which enrich learning and experiences such as dance clubs, Football, music tuition, etc. Costs in 2020-21: £549

The impact of this support during 2020-21 was more limited by the Coronavirus pandemic. However, pupils with Pupil Premium were able to attend a range of clubs during the autumn and summer terms.

Attainment impact 2020-21

End of year data shows the overall attainment of pupils in receipt of Pupil Premium based on 15 pupils with progress data (on roll for the full year and including pupils in receipt of Pupil Premium for all or part of the year) and 22 pupils with end of year attainment data (including new entrants and pupils in receipt of Pupil Premium for all or part of the year).

	Reading	Writing	Maths
Expected or better progress	80%	93%	80%
Better than expected progress	13.3%	6.6%	6.6%
Expected or better attainment	70%	70%	65.3%
Greater Depth	13%	8.7%	8.7%

This data is based on school-based assessment tests and teacher assessment, due to the cancellation of national testing because of the Coronavirus pandemic. The school recognises the impact of the January to March lockdown and periods of self-isolation for the Years 4, 5 and 6 which, despite the school's best endeavours including a comprehensive home learning package, have had an impact on progress and attainment.

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