

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 and 2023-24 academic years) 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	Barnham Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	10.1% (11.1% entitled to FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	James Everett, Headteacher
Pupil premium lead	Katie Scott, Inclusion Coordinator
Governor / Trustee lead	Martin Emmett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
Recovery premium funding allocation this academic year	£4350
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	£48000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, will become “Successful Learners, Confident Individuals and Responsible Citizens.” The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Using careful assessment, feedback and observation, we will identify the challenges faced by vulnerable pupils, both those impacted by socio economic factors and those supported by children’s services, and work to support their needs. The approach will be responsive to these challenges which include those common to many children who are at risk of being impacted by socio economic inequality and those challenges impacting specific individuals.

We will focus on high-quality teaching, with all staff (both teaching and support staff) accessing CPD to ensure that there is a shared understanding of how best to use teaching methods which will benefit all pupils, closing the attainment gap for the most vulnerable. We will also ensure access to high quality resources and interventions, as well as maximising the opportunities and experiences that all pupils have access to.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate more prevalent difficulties with speech, language and communication for some disadvantaged pupils. This includes pronunciation and speech sound under-development as well as limited receptive and expressive language.
2	Observations and discussions with families indicate that some disadvantaged pupils often have less access to high quality books and learning materials within the home environment and do not have the experience of having stories read to them in their early years or reading for pleasure as they move through the school.
3	Assessments and discussions with families indicate a higher level of SEND both for children and other family members within some disadvantaged families.
4	Discussions with pupils indicate significantly less opportunity to access extra-curricular clubs and activities, as well as experiences such as visits and trips, for some disadvantaged families.

5	Observations during the pandemic, as well as diagnostic assessment on pupils' return to school, indicate that academic progress and stamina for learning for some disadvantaged families has been impacted by a lack of motivation and engagement with academic tasks during lockdown, the impact of which is ongoing.
6	Discussions with families and outside support agencies indicate a higher level of children experiencing adverse childhood experiences and resulting difficulties with emotional well-being within some disadvantaged families
7 (additional for 2023-24)	Attendance data for PPG pupils is lower than that of the remaining cohort. This is impacted by the specific circumstances of individual families who require a bespoke approach to increasing attendance.

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
To improve speech, language and communication skills for disadvantaged pupils.	<p>Assessments and observations will indicate improved speech, language and communication skills.</p> <p>By the end of Year 1:</p> <ul style="list-style-type: none"> any child with ongoing speech sound difficulties will have been assessed by a Speech and Language Therapist. any child with ongoing language needs will have been assessed using the progression tools (or equivalent) and either in school intervention or a referral to the SALT team will have been implemented. <p>All classes will have language and vocabulary teaching built into their curriculums.</p>
To improve the reading opportunities and access to high quality materials for disadvantaged pupils.	<p>KS2 reading outcomes will show an increased percentage of children reaching the expected standard and making above expected progress.</p> <p>The reading scheme will be updated with a wider range of modern texts available.</p> <p>The Bridge Book Collection, designed to aid reading choices for newly-confident readers, will have a wider range of</p>

	<p>choices and be more reflective of the wider community with texts from different cultures.</p> <p>The library will contain a range of dual language books to support engagement with reading for families where there is EAL, some of whom are also in receipt of PPG.</p>
<p>To improve access to extra-curricular clubs and experiences including theatre and music performances for all disadvantaged pupils, with 100% of pupils accessing at least one club.</p>	<p>All children from disadvantaged families will have accessed at least one extra-curricular club.</p> <p>All children will have experienced at least one theatrical and musical performance per year.</p> <p>The school will offer a wider range of clubs and experiences, to encompass sports, performing arts, creative arts and languages.</p> <p>All children will have access to school trips, including residential trips.</p>
<p>To improve and sustain attainment in reading, writing and maths for all pupils from disadvantaged families.</p>	<p>100% of pupils from disadvantaged families will make expected progress in their KS2 assessments.</p>
<p>To improve and sustain emotional well-being, including the development of resilience and emotional regulation.</p>	<p>Pupil wellbeing survey will show increased levels of emotional wellbeing.</p> <p>Less children from disadvantaged families will require support from support staff with emotional well-being interventions.</p> <p>Children experiencing challenging emotional scenarios will receive high quality pastoral support, including referral to support services and counselling where appropriate.</p>
<p>To improve attendance levels and reduce number of children with persistence absence.</p>	<p>Attendance figures will show the attendance gap closing between PPG and non-PPG children.</p> <p>There will be a reduction of children falling under "Persistent Absence."</p>

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: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for all children.</p> <p>Ongoing CPD for teaching staff on implementation and analysis of results.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3, 5</p>
<p>Additional training for all new teaching and non-teaching staff in strategies for developing SLCN.</p> <p>Opportunities to work directly with SALT therapist to discuss strategies and programmes for individuals and small groups of children with SLCN.</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on speech and language, reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 5</p>
<p>Training on emotional well-being strategies and approaches for parents and all staff to support those children and families with well-being challenges.</p> <p>Working with the Thought-full Initiative to enhance emotional well-being support within the school.</p>	<p>It is vital that staff understand how difficulties with emotional well-being impact on learning and how approaches built into the day can improve well-being for children. It is also essential for staff to have a “toolkit” of strategies for supporting families with emotional well-being.</p> <p>DFE/ Government Publications/ School Inspection Handbook</p>	<p>6, 7</p>

Continued development of Subject Portfolio Leads' role including teacher release and CPD opportunities for developing delegated leadership skills and subject specialism training.	Delegated leadership to ensure high quality of teaching and expertise across all subject areas will support the equity of access of a broad and balanced curriculum for all subjects. DFE/ Government Publications/ School Inspection Handbook	1, 2, 3, 4, 5
Access to National College Training materials for all staff to enhance subject knowledge in foundation subjects.	Staff need to have secure knowledge of foundation subjects in order to be able to teach the necessary knowledge in a systematic and knowledgeable fashion. DFE/ Government Publications/ School Inspection Handbook	1, 2, 3, 4, 5
Ongoing purchase of "Kapow" resource for foundation subjects. Training for staff in the use of the resources.	Use of a well-renowned and reviewed resource will ensure access to the highest quality of resource for all pupils. DFE/ Government Publications/ School Inspection Handbook	4, 5
Development of Read Write Inc for Years R-2 (with some Year 3 pupils targeted for this learning.) Purchase of resources and training of all staff.	Baseline assessments show that children are starting school with low literacy levels. The Read Write Inc programme will ensure a consistent approach to the teaching of phonics across multi-age classes. Use of a well-renowned and reviewed resource will ensure access to the highest quality of resource for all pupils. DFE/ Government Publications/ School Inspection Handbook	1, 2, 3, 5

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional Bridge reading materials and online programmes	Diagnostic assessment indicates that the reading progress of our Year 3 and 4 pupils was affected by school closures. Enhanced reading	2, 3, 5

<p>(Reading Eggs) for Year 2, 3 and 4 pupils and individuals from upper KS2.</p> <p>Training for staff and parents in use of the resources.</p>	<p>materials for these year groups will support the development of reading – both decoding and comprehension.</p> <p>EEF/ Education Evidence/ Teaching Learning Toolkit/ Individualised Instruction</p> <p>EEF/ Education Evidence/ Teaching Learning Toolkit/ Parental Engagement</p>	
<p>Purchase of additional reading texts with more diverse and representative protagonists for our Bridge collection.</p>	<p>Following Diversity and Equality training, an audit of our Bridge Book collection highlighted a lack of representation of our school cohort, including our disadvantaged children. The training highlighted the importance of representation in reading for pleasure and reading to learn.</p>	<p>2, 3, 5</p>
<p>Purchase of “Mathseeds” Intervention for children requiring some catch up interventions in maths.</p>	<p>EEF/ Education Evidence/ Teaching Learning Toolkit/ Individualised Instruction</p>	<p>3, 5</p>
<p>Continued engagement with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 5, 6</p>
<p>Implementation of bespoke interventions, including Precision Teaching, Zones of Regulation, Talkabout and Jump Ahead</p>	<p>Deployment of TAs to provide high quality intervention is recognised as a highly effective way of providing bespoke and individualised learning to those children at risk of not closing the attainment gap.</p>	<p>3, 5, 6, 7</p>

	EEF/ Education Evidence/ Teaching Learning Toolkit/ Social and Emotional Learning EEF/ Education Evidence/ Teaching Learning Toolkit/ Teaching Assistant Interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased access to Play/Art Therapy for children who have experienced ACEs	<p>The Government recognise that children with higher levels of mental health and well-being needs require more specialist provision, delivered by qualified therapists and counsellors.</p> <p>DfE/ Government Publications/ Counselling in Schools</p>	6, 7
Access for families to online and face-to-face family support packages and training, focusing on developing emotional wellbeing strategies.	<p>EEF identify the importance of parental engagement in supporting learning.</p> <p>EEF/ Education Evidence/ Teaching Learning Toolkit/ Parental Engagement</p> <p>Parental discussions indicate an increased need for signposting to Early Help, Single Point of Access and School Nursing Services to support with emotional wellbeing strategies.</p>	5, 6, 7
Increased provision for extra-curricular activities	<p>The importance of access to extra-curricular activities, in line with their peer groups is evidenced in both the EEF guide as well as through our pupil well-being survey, where pupils identified that not having equitable access to clubs can impact on their emotional well-being.</p> <p>EEF /Education Evidence/ Teaching Learning Toolkit/ Arts Participation</p>	4, 7
Increased access to live musical and	See above.	1, 4

theatrical performances	EEF /Education Evidence/ Teaching Learning Toolkit/ Arts Participation	
Equitable access to all visits and residential trips.	The importance of access to equitable opportunities to experience the world outside of their direct experience, in line with their peer groups, is evidenced in both the EEF guide as well as through our pupil well-being survey, where pupils identified that not having opportunities to take part in visits can impact on their emotional well-being.	1, 4, 7
Bespoke approach for individual families with lower than expected attendance.	The academic achievement of pupils with less than 95% attendance is significantly negatively impacted.	7
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.	All

Total budgeted cost: £ 48,000

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.

Progress towards Outcomes:

- 1) All children have continued to be assessed for speech sounds difficulties by the end of Year R. Four referrals were made to the SALT team, with programmes in place for each child. 20% of children entitled to PPG in Early Years and Year 1 2022-23 continue to be open to the SALT team.

New staff have worked with the SALT team on individual programmes and are undergoing the “Communication-Friendly Classrooms” training.

- 2) The Reading Scheme books for Levels 6-11 have been completely revamped with a wider range of genres, including graphic novels, and a more diverse range of characters and themes.

An initial set of story sacks have been created by our placement students, in order to better support our early readers and disadvantaged families.

- 3) All children in the school experienced a visit from a theatre company last year. A further visit has been organised for this year. All children entitled to PPG participated in school trips and residential.

The number and variety of extra-curricular clubs was increased with access open to all children. As last year, 70% of children entitled to PPG attended at least one club. There continues to be a focus on those who haven't yet attended a club to encourage them to take part during this academic year. Those not attending are generally experiencing difficulties around attendance not simply linked to funding e.g. transport, childcare for siblings, emotional well-being or lack of interest.

- 4) This year's Year 6 PPG cohort consisted of 8 children, including one Ukrainian refugee (unable to access the English Reading and Writing tests due to EAL), and three children with EHCPs (1 disapplied from assessment, 2 with ASD diagnosis and associated learning difficulties with inference and reasoning.)

All children made expected progress in Reading and GPS (taking into consideration their individual needs) with 87.5% of pupils making expected progress in maths.

Year 6 NCT Results for children entitled to PPG (10 children):

Reading: 62.5% age-expected outcome or above, 12.5% greater depth

GPaS: 50% age-expected outcome or above, 12.5% greater depth

Maths: 62.5% age-expected outcome or above, 12.5% greater depth

- 5) The need for additional pastoral support has continued to increase. Increased support has continued through the employment of a TA focusing on pastoral support for the equivalent of 3 days per week. Funding has also been used to purchase additional play and art therapy sessions. This increase in pastoral support is continuing

into this next academic year with the higher rate of access to play/art therapy sessions and the school's involvement in the Thought-full Mental Health in Schools initiative.

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
Reading Eggs/Mathseeds	3P Learning
Mind Moose	Mind Moose
Oxford Owls	OUP
Communication Friendly Classrooms	Sussex Community NHS (SALT team)
Core TA Training	Sussex Community NHS (SALT team)
TT Rockstars	TT Rockstars
Art/Play Therapy	Your Space Therapies
Kapow	Kapow Primary

Service pupil premium funding (optional)

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

Measure	Details
Continued CPD time for TAs during 2022-23	Release time for TAs to work alongside QTVI to develop planning and resources.
What was the impact of that spending on service pupil premium eligible pupils?	Significant increase in braille learning for the eligible pupil. Greater level of inclusion in wider school curriculum, as well as developing knowledge of alternative communication devices including speech-to-text software.

Further information (optional)

Following two successful projects with students from the University of Chichester last year, we now have a sensory garden to support dysregulation and emotional well-being and the beginnings of a story sack library to support with access and engagement of early reading.

The story sack project will now be developed further over the next two years to increase the quantity and variety of texts on offer.

The school are also taking part in the Dyslexia and Dyscalculia Awareness Award this year, run by West Sussex County Council, in order to further develop early identification of SpLD and supportive strategies.

We are also hosting two trainee Educational Psychologists this year. The focus of their supported case work will include children entitled to PPG to support with strategies for school and parents where there are a combination of learning and well-being needs.