

Pupil premium strategy statement – Great Barton CE Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	21 st November 2022
Date on which it will be reviewed	21 st May 2023
Statement authorised by	Phil Mackay
Pupil premium lead	Claire Ratley
Governor / Trustee lead	Emma Buckmaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,105
Recovery premium funding allocation this academic year	£2, 465
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34, 570

Part A: Pupil premium strategy plan

Statement of intent

At Great Barton CE Primary academy our ultimate objective for all of our children, including our disadvantaged children, is that they are able to reach their full academic potential, across the curriculum. All children, despite the challenges they face, have the right to an education that improves their chances to succeed in life, not only academically, but socially and emotionally too. We wish all of our children to thrive at Great Barton and build their confidence and resilience to take forward with them to secondary school and beyond.

Our current pupil premium plan provides bespoke and targeted support for our children. Each child is seen as an individual, and is discussed with the headteacher, SENDCO and other key staff, to build specific support for that child, based on barriers faced, support given, and termly reviews. As in previous years, it has been written based on EEF guidance.

Our key principles are:

- Bespoke support for individual children.
- Good mental health and well-being is our first priority
- Children feel safe, happy and ready to learn
- Attainment is in-line or above national levels, and progress is maintained
- Extra-curricular opportunities are available and encouraged
- High expectations of behaviour and attendance
- Families are supported and equipped to support their child, via strong and close relationships
- Being a nurturing, approachable school with an 'open door' policy to support pupils and families
- Continued support, when moving to another school, or transitioning to upper school.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment
2	Specific additional needs included those being supported as SEN

3	Weaknesses in learning behaviours e.g. lack of independence, resilience or confidence
4	Social, emotional and behavioural problems affecting wellbeing and progress
5	Improved 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
All pupils to make at least sufficient progress and have opportunities relevant to their age and aptitude	<ul style="list-style-type: none"> All pupil premium children, regardless of prior attainment, will make at least sufficient progress, with some of those whose attainment is below age related, beginning to catch up and achieve age related expectations or above. (Triangulation of learning walks, observations and book scrutinies evidence good progress, intervention impact grids show progress particularly small steps for those who also have SEND. Attainment scores are in line or above national average). <p>To ensure that all pupil premium children have the wider opportunities and experiences relevant to their peer group (pupil premium children do not 'miss out' on additional opportunities in their learning)</p>
Additional needs continue to be supported effectively (36% of PP children also have SEND)	Children with additional needs are supported effectively through the school's SEND practice, with recognition and support for any additional factors that the children may face (Observations, learning walks, regular summative and formative assessments, pupil perception evidence that all pupils' needs are being met intervention impact grids show progress particularly small steps).
Improved learning behaviours e.g. increased independence, resilience and confidence, raised self-esteem	Improvements in learning behaviours demonstrated by targeted pupil premium children are evident through pupil perceptions, intervention impact grids, pupil profiles and reports from class teachers (Pupils are well behaved most of the time and with all adults, the number of incidences of poor behaviour recorded on CPOMS are monitored and show reduction over time, pupil and parent perceptions/interviews state that children believe behaviour is good, and feel safe and happy consequently).
Social emotional and behavioural issues show improvement	Improvements in the overcoming barriers for specific children including reduced incidents of behavioural problems, increased participation in class, reduction in friendship/ social issues, increased social integration (Records from nurture groups like SCUBA, pupil perception, behaviour incident reports scrutinised, continue to prioritise Forest Schools for all classes as well as membership to SSP and provide all children

(including PP chn) with supported provision, the number of PP children attending clubs is maintained compared to last year, and proportionate to non- PP)

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: £6,785 [*£200 additional Forest School staff training, £585 TA training on interventions. £6000 teacher training*]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all – using pre-teaching and post teaching for pupils identified.	Pre and post teaching intended to prepare pupils for a coming lesson, or to “sweep” up pupils who may have struggled in a lesson. Feedback given to pupils to encourage them to develop independence and to act quickly upon feedback. EEF evidence suggests that metacognition and feedback have the most impact for the lowest cost. Children being part of whole-class QFT and not being withdrawn from lessons will enable them to work together with their peers and get immediate feedback in class.	1, 2
Time to train TAs in bespoke intervention (including Little Wandle Letters and Sounds) for individuals and small groups.	Interventions should be short-term, measurable and targeted and enable pupils to take new skills, knowledge and strategies back into class to apply in their learning/lessons.	1, 2
Additional TA hours for SCUBA groups.	SCUBA benefits those pupils with social, communication, understanding and behavioural needs. This is delivered in small groups across the school by one experienced teaching assistant.	3, 4
<i>Recruit an additional member of staff (tutor or teacher) to support those pupils who have fallen further behind as a result of lost learning in lockdowns.</i>	Accessing National Tutoring Programme Funding (£2, 430). TA recruited in KS1 to undertake Speechlink interventions.	1, 2

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

Budgeted cost: **£17, 465** [*£6465 for tutor/staff member £6000 TA additional hours for intervention £5,000 catch up intervention*]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual intervention to accelerate progress and increase the % of pupils working at expected or above.	Individual intervention proved to work by closing the gaps in learning and giving children tools to develop independence – strategies they can use in whole class work. Best practice according to EEF is 1 to 1 and small group tuition regularly. Interventions are monitored regularly to assess impact and reviewed promptly.	1 - 4
Catch-up intervention for those pupils who have fallen behind as a result of the Covid 19 lockdowns.	Individual intervention proved to work by closing the gaps in learning and giving children tools to develop independence – strategies they can use in whole class work.	1 - 4
Tailored small group intervention TA (post and pre-teaching)	Opportunity for additional work with specific children in place in necessary classes.	1 - 4
<i>Teacher to support those pupils who have fallen further behind as a result of lost learning in lockdowns.</i>	National Tutoring Programme Funding (£2, 430). KS1 to undertake Speechlink interventions following assessments.	1, 2

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

Budgeted cost: **£10, 320** [*2,520 (clubs), 300 (residential) 3,000 (F.S.), 2,500 SCUBA, £2000 to cover educational visits.*]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment opportunities providing experiences for pupils to develop high aspirations, confidence and impact upon academic achievement.	Enrichment within the curriculum can be accessed by all and provides an experience with which learning is put into context.	3 - 5
Regular whole school enrichment days links to SMSC	Children have barriers to learning if their emotional wellbeing affects their behaviour and attitude to school. The forest schools work in school helps children to feel secure,	3 - 5

<p>Forest Schools provision to support all pupils, but particularly those who may struggle in the classroom, or with social and communication needs.</p> <p>Trips and extra-curricular clubs subsidised</p> <p>Regular PSHE/forest schools linked to SMSC and mental health.</p> <p>Positive behaviour strategies linked to whole school behaviour policy</p>	<p>gain confidence, build resilience and feel cared for.</p> <p>Children need to be able to access wider curriculum opportunities to ensure a broad and balanced education.</p>	
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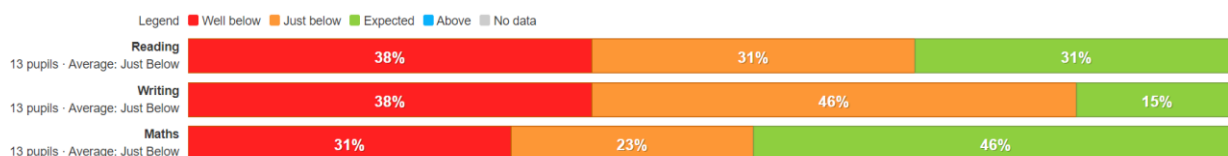
Total budgeted cost: £34,610

Part B: Review of the previous academic year

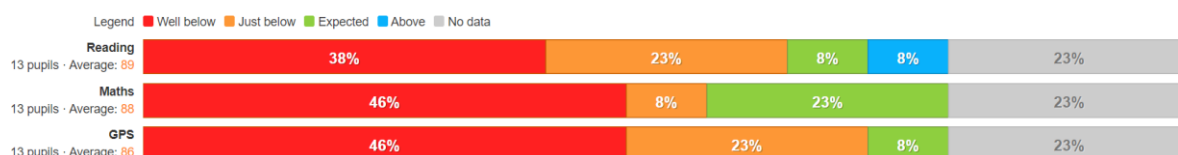
Outcomes for disadvantaged pupils

Teacher assessment and PUMA, PIRA and GAPS standardised scores for Pupil Premium 2021-2022

Attainment Overview for Pupils (from 2021-2022) in Years R-6, who are FSM - 2021-2022 Summer 2 - Main Assessment

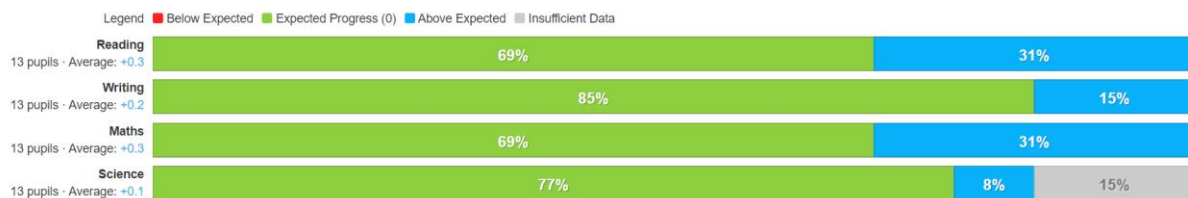


Attainment Overview for Pupils (from 2021-2022) in Years R-6, who are FSM - 2021-2022 Summer 2 - Rising Stars SS

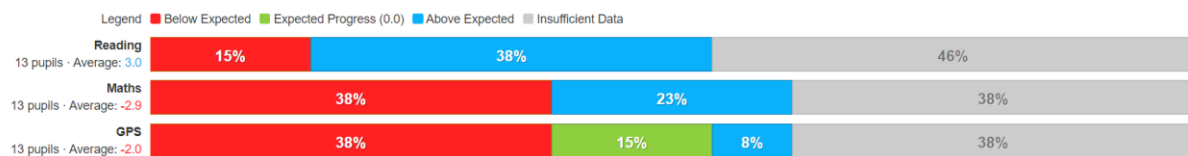


Progress overview for pupil premium children (based on teacher judgements and PUMA/PIRA/GAPS standardised scores)

Progress Overview for Pupils (from 2021-2022) in Years R-6, who are FSM - 2021-2022 Autumn 2 to 2021-2022 Summer 2 Main Assessment



Progress Overview for Pupils (from 2021-2022) in Years R-6, who are FSM - 2021-2022 Autumn 2 to 2021-2022 Summer 2 Rising Stars SS



End of KS2 SATs data 2022:

Pupil Premium:

33% reading

67% writing

67% maths

RWM 33%

SPAG 33%

SEND:

50% reading

50% writing

50% maths

33% RWM

50% SPAG

Progress:

All pupil premium and SEND children made *at least* expected progress based on their KS1 teacher assessment scores.

81% of all children made at least expected progress in **reading, writing and maths** (not just one area) based on their KS1 teacher assessment scores, including 100% of pupil premium and SEND children.

30% of children went from expected at key stage 1 to greater depth at key stage 2 in their reading.

22% of children went from pre-key stage to working towards or from working towards to expected in maths.

30% of children went from pre-key stage to working towards or from working towards to expected in writing.

Extra-curricular opportunities

The school has a range of extra-curricular activities, such as choir, dance, art, netball and reading and 48% of pupil premium children have attended at least one club this academic year (2021-2011) so far. In addition, 44% of SEN children have attended at least one club this academic year so far.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider