

# 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	Barley and Barkway C of E VA First Schools Federation
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	9.83%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher: Sharon Brown
Pupil premium lead	Headteacher: Sharon Brown
Governor / Trustee lead	Governor: Mrs Kim Kingston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6925
Recovery premium funding allocation this academic year	£ 2000 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 583,185.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our Federation vision is to work with parents and governors and the Diocese of St. Albans to provide an outstanding Christian education, inspiring confidence and enthusiasm as well as positively impacting and preparing pupils for the rest of their lives. We will foster academic, emotional, spiritual and cultural well-being for all leading to 'Life in all its fullness'. John 10.

This vision guides us in all we do at our two federated schools. We seek for all children whatever their background to succeed at school making the best possible progress academically and socially with their peers. A fair entitlement to education for all providing the opportunity to excel and the support required for this to happen are key.

We know that some of our disadvantaged children lack support and guidance at home. Our current pupil premium strategy seeks to address this through ensuring high quality teaching in the classroom, small group tuition and within-class attainment groups, social and emotional learning through nurture groups.

Our ultimate objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils in our schools to make at least nationally expected progress rates
- to support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- providing teaching and learning opportunities meet the needs of all the pupils
- appropriate provision for pupils who belong to vulnerable groups, this includes and meeting the needs of socially disadvantaged pupils are adequately assessed and addressed
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

Achieving these objectives:

- aim for teaching to be good or better and thus ensure the quality of teaching experienced by all children is improved
- Pupil Premium and Catch-Up funds are used to ensure small group work is focussed on overcoming gaps in learning. Nurture groups are run by teaching staff
- teaching assistants are used effectively to support pupil premium children and for some TAs to cover teachers to enable teacher intervention. TA support is provided for small groups or 1 to 1 with pupils

- support payment for educational visits, experiences and activities. Ensure first-hand experiences in class rooms

## Challenges

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

Challenge number	Detail of challenge
1	Evidence from parental feedback shows us that financial restraints prevent access to the wider opportunities such as residential trips
2	Evidence from parental feedback tells us that there exists a lack of resources at home such as a range of books and computer equipment
3	Discussion with parents and assessment of parental engagement shows us that children are not always able to undertake homework tasks
4	Assessment of children's attendance clearly indicates that low attendance by some disadvantaged pupils making insufficient progress compared with their peers.
5	Monitoring shows us that low levels of emotional resilience in some disadvantaged pupils is impacting on their ability to engage with their work

## 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 disadvantaged pupils will have access to the intended curriculum and will be supported in class, in groups and individually to make the same progress as their peers	Disadvantaged children make the same or better than expected progress than those not in receipt of PPG as evidenced by data outcomes
For families unable to provide uniform and shoes and other school equipment, money will be provided to fund these purchases	No PP children will lack any materials required for school allowing them to access the curriculum and make progress
Children will have access to a wide variety of high quality texts in schools for classwork, independent and class story time reading	Disadvantaged children will have had access to a wide range of texts so they can develop skills demonstrated in English
Families of disadvantaged children will have devices to allow them to access online learning at home during lockdowns in the pandemic but also to facilitate pupil learning time on school recommended websites such	All PP families will have school laptops to be used for learning which will lead to children consistently engaging with recommended online learning. Teachers will be able to verify take-up of this

as Mathematics. Families will be assisted in setting these up and provided with internet access if not already available	
Where disadvantaged pupils are consistently unable to complete homework tasks they will be able to have time and space at school to do this – e.g., learning spellings as part of a handwriting exercise across the week for all pupils	All PP children will have been able to complete tasks set for home in school so that they are supported in making progress akin to those pupils who are not disadvantaged
School will work with PP families to try and bring them on side so that the children manage the best attendance possible	PP pupils attendance matches those of other groups at 96% or greater
School provides weekly nurture groups to support pupil emotional resilience	Self-esteem and emotional resilience are improved leading to better mental health and wellbeing. Pupils will feel safe and valued in school as evidenced by pupil voice

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £6650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonic sessions (daily)	Daily phonics additional support to propel children forward – this enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate area of the classroom or in a different room	4
Support in whole class or guided reading sessions (daily)	Provision of targeted reading support where needed the enables all children to access all levels of text no matter where they are in their own reading ability and ensure a greater breadth and depth of reading materials	4
1:1 targeted support as required in maths (daily)	To enhance quality maths learning and ensure that concepts are readily understood and embedded in children's learning.	4
Targeted 1:1 in class support as required in English (daily)	To enable pupils to access and progress in the English curriculum. By focussing on a small group of children or one to one tuition their learning requirements can be met	4
Teachers monitor homework and provide built in opportunities for	By embedding these practices in the classroom, in homes where there is no support to learn spellings for example, disadvantaged children do not miss out.	3

spellings and tables learning	This means that there are no lost learning opportunities	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups (teacher led and no cost)	Teachers report that children are showing low levels of emotional resilience or an inability to make friends	5
Visits to curriculum related sites and residential trip to Kingswood centre	Previous experience has shown that all children benefit from time spent on team building fun activities with their peers and on day visits seeing at first hand places that will embed curriculum learning	1
Uniform and other items for PP families	Our PP families know they can ask the schools for money to purchase materials and emails tell us that PP families know they can ask us for support in purchasing items for school	2
Support towards after school clubs etc. (Covid permitting)	Take up by disadvantaged pupils of clubs and other activities is low so PP families are encouraged to send their children to after school clubs to benefit from extra-curricular activities and increased socialising with their peers	5
1:1 Well-being support	Teachers report that In addition to nurture groups it is invaluable to have teaching assistant availability for any children who need emotional support	5

**Total budgeted cost: £ 6925**

## 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.

In the last academic year, disadvantaged pupils were able to borrow devices during the lockdown and in some cases were provided with access to the internet. This meant that PP children could have full access to the online learning offered by the federation. Children were provided with some maths equipment to use at home and other learning materials. Weekly and sometimes more frequent telephone calls/Zoom sessions to assist with learning and check in on wellbeing either as individuals or in small groups in addition to class Zooms. Photocopied work was sent out to families if they needed it. Children were able to access support from our Wellbeing and Mental Health lead throughout the lockdown period. PP children were offered access to school throughout the lockdown period although this was not often taken up as families were wary of the virus being in school and preferred to keep their children at home. Teaching assistants were deployed to do online one to one reading with disadvantaged and other children throughout the lockdown. As a result, children who attended were much better prepared for the return to school following lockdown.

Throughout the year, pupil progress meetings were held for all children and adaptations were made to the curriculum on the return after lockdown to help embed areas of learning that were weak. By the end of the year gaps in disadvantaged children's learning as assessed by teachers had narrowed. We know this because of the programmes of consolidation and recovery that were followed for maths and English to embed concepts from earlier in the year.

### 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

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

We run teacher led nurture groups for children including some disadvantaged children to foster greater self esteem and improve emotional resilience