

Pupil premium strategy statement - 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

School name	Barnsole Primary School
Number of pupils in school	604
Proportion (%) of pupil premium eligible pupils	25% (151 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jonathan Smales
Pupil Premium Lead	Elizabeth Stevens
Governor / Trustee lead	Robin Selmes

Funding Overview

Details	Amount
Pupil premium funding allocation this academic year	£236,438
Recovery premium funding allocation this academic year	£24,940
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.	£261,378

Part A: Pupil premium strategy plan

Statement of Intent

At Barnsole our main objectives are for all children to achieve equally: to do as well academically and to thrive socially and emotionally. Different starting places do not determine end goals. Expectations for all children – including Pupil Premium – are aspirational. In order to ensure equality, we do not treat children the same. Impactful spending of Pupil Premium funding ensures all children meet their potential. We want all our children to compare favourably with national data.

We develop the whole child by offering a holistic approach to teaching by developing curriculum key substantive and disciplinary knowledge, balanced alongside everyday life and functional skills. We believe these are crucial in developing resilience, confidence and life- long 21st Century learners. Our focus is on supporting self-esteem through problem solving; developing communication and social skills; building resilience through mistake making and learning from one another; the promotion of independence and instilling pride in our learning whilst sharing it with a range of audiences. Our continuous focus on early reading and phonics aims to close the gap and open equal access to the rest of the curriculum. This alongside wider experiences such as woodland learning gives our children experiences and opportunities similar to their peers. Exit Points and real-life learning experiences produce outcomes which the children are proud of and remember; we work with parents and carers and through all of this support, all skills are developed. Ultimately, when these are combined, it raises the aspiration in our community. Our 11 core school values are at the heart of everything.

To ensure they are effective we will:

- Adopt a whole school pedagogical approach in which the structure of lessons keep up not catch up

- Act early to intervene at the point of need
- Explicitly teaching the acquisition of vocabulary across all subjects
- We adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

1	Our attendance data highlights that Persistent Absences of Pupil Premium children are higher than non Pupil Premium Children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and phonics gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Our regular assessments and monitoring highlight that Pupil Premium Children's oral/literacy and phonic are not as advanced as their peers impacting on the attainment progress in reading and writing.
3	Assessments, observations, and discussions with pupils indicate underdeveloped tier 2 and 3 vocabulary among many disadvantaged pupils. A lack of external exposure to rich and varied language and life experiences can prevent the development of vocabulary and knowledge, especially for children who are eligible for Pupil Premium funding, which then impacts on the progression they make in reading and writing.
4	Our reviews, monitoring and conversations with families highlight safeguarding and welfare issues which may lead to Children's Services involvement.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by lower levels of self-belief and confidence. Within the group of children eligible for pupil premium, pupils struggle to contribute to whole class teaching and they can display reluctance to share their learning and collaborate with others. This lack of emotional stability for a high proportion of pupils affects progress and attainment.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. For these families, parents struggle to engage with the school community and this can impact on the attainment progress of their child.

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	Update
1	Increased attendance rates for Pupil Premium children reducing the gap in attendance. To remove the Persistent Absence gap between pupil premium children and none pupil premium children	The gap between the attendance of children who are in receipt of Pupil Premium (“PP”) funding and those who are not in PP funding will narrow. There will be a reduction in persistent absentees. • Through higher levels of attendance gaps in learning are closed as children keep up alongside the catch up interventions. • Sustained drop in PA from our key disadvantaged children • PA levels of PP Children falls in line with National data	February 2024 Academic year 22-23 - 91.02 change for 23-24 PP Current figure - 91.39 Persistent absence February 2022/23 36.1% February 2023/24 35.5%

2	Improved phonics and reading attainment among disadvantaged pupils. Improved outcomes in the Phonics Screening check Improved access to the wider curriculum through increased reading outcomes.	Assessments and observations indicate significantly improved phonics and reading among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment • Teaching, learning environments and the EYFS provision focuses on improving oral communication and language skills in receipt of PP funding. • By the end of Year 1 PP children are passing the phonic screening. • The gap between PP children in reading, writing and maths will narrow. • There will be an early identification of children who require more support. • Children in receipt of PP funding will develop secure learning behaviours and dispositions for learning that will support them to make good progress. • Targeted catch up sessions ensure PP children pass the phonics screening check. • Targeted catch up sessions alongside keep up sessions ensure PP children work at ARE for reading so can access the whole curriculum.	Phonics data - ask Jas % of PP children on track to meet the phonics screening Year 1 - Term 1 - 22% of PP children on track Term 2 - 44% of PP children on track Currently all pupils is at 64% Year 2 - Only 2 Pupil Premium are currently not on track to make the phonics screening. However, both pupils have intensive interventions to support them meeting the phonics screening. Year 3 - Only 3 PP pupils are not on track to meet the phonics screening by the end of year 3. Reading In Year R there is no significant gap between the children who are PP and non PP. Year 1 In Year 1 all pupils have made progress but 52% (14 children) have made accelerated progress.
----------	---	---	--

			Year 2 all pupils have made progress but 60% of PP children 15 pupils have made accelerated progress. All year 3 pupils have made progress but 60% (16 pupils) have made accelerated progress.
3	Improved vocabulary among disadvantaged pupils for tier 2 and 3 vocabulary.	Assessments and observations indicate significantly improved levels of tier 2 and 3 vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment • By the end of EYFS, pupils entitled to PP reach good levels of development and additional language needs have been identified and appropriate intervention in place. • Children have a varied vocabulary and understand and use words in the correct context. • Children are active learners and well supported with their emotional wellbeing. If appropriate, children have an understanding of their diagnosis, highlighting the areas they find difficult and helping them to develop strategies to self-regulate, leading to improved self-esteem.	Ask JS

4	Safeguarding	Social, emotional or mental health issues are resolved or minimised and children and families feel supported to address issues so that learning takes place. • Families are signposted to outside agencies, e.g. Early Help • School undertakes referrals to Family Solutions (Early Help) • School works in partnership with outside agencies, charitable organisations	Families signposted to relevant sources of support
5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • Children will have learning behaviours that enable them to sustain independent learning and make better than expected progress to reach national expectations by the end of Year 6. • Children are engaged in collaborative learning through the use of Kagan strategies. • Children in receipt of PP funding will develop secure learning behaviours which result in increased achievement, improved social skills and relations, and improved classroom climate, supporting them to make good progress in all areas.	Kagan strategies in place across the school to enable engagement of all learners Learning Mentors utilised to deliver emotional support sessions where needed

6	To increase engagement and involvement of parents in education at Barnsole.	Families value education and aspirations are raised. They engage more in the Barnsole school community. PP parents attend gardening club	Opportunities and invites sent to PP families
---	---	--	---

Activity in this Academic Year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Support from Speech and Language	Endorsed by EEF Research https://educationendowmentfoundation.org.uk/ - Children continue to be seen quicker for assessment and programmes can be started earlier. - Children in Year R to receive a speech and language screening, if identified from the Baseline Assessment, so gaps can be identified and provision put in place immediately. - Trained TAs to lead speech and language programs as well as Speech and Language therapist every other week - SALT Therapist will support universal provision in all year groups to ensure a whole school approach. - Use of tiered vocabulary in every class. - Colourful semantics will support children with the structure of verbal and written sentences. - Communication Boards, Attention Autism and Intensive Interaction training to staff.	2, 3, 5

Additional Support from Occupational Therapist	Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/	2, 3, 5
Strong systems for early identification and assessment of pupils' needs in gaps in their learning.	• Children continue to be seen quicker for assessment and programmes can be started earlier. Trained Teaching Assistant deliver Fizzy and BEAM interventions as well as Occupational therapist every other week. • The Occupational therapist will support universal provision in all year groups to ensure a whole school approach.	2, 3, 5
Embedded consistent pedagogy of Kagan following external CPD for all staff Kagan Strategies.	• “Children engage in Kagan strategies which promote cooperation and communication in the classroom, boosting students' confidence, and retain their interest in classroom interaction. There will be increased achievement, improved social skills and relations, and an improved classroom climate”.	2, 3, 5
Embedded consistent pedagogy of Retrieval Practice from external CPD for all staff. Including the use of digital technology for Retrieval Practice.	Retrieval Practice: Primary. A guide for primary teachers and leaders. Kate Jones • Children will use retrieval practice as a strategy where they bring information to mind enhancing and boosting learning. • Brain Boxes introduced in class • Use of Entry and Exit tickets • Children move learning from short term to long term. • Ongoing assessment ensures that catch up sessions focus on closing gaps • One to one devices in KS2 support the pedagogy of retrieval	2, 3, 5
Embedded consistent pedagogy of Adaptive Teaching Model following CPD for staff on Adaptive Teaching Model.	EEF: Adaptive Teaching Poster https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching • Adaptive Teaching informs the structure of lessons. • At the planning stage barriers are identified and removed • Within lessons regular assessment ensures learning is modified and adapted.	2, 3, 5
Strong monitoring of PP by all leaders in the school. Including SLT and Middle	EEF: Research into practice evidence informed CPD https://educationendowmentfoundation.org.uk/	2, 3, 5

leaders (YGL and Subject leaders).	• Release for middle leaders to support their team in self-directed CPD, identifying key areas of habit change and deliberate practice to develop teaching. • Development of the Educational Leadership Group	
Teaching Assistants fortnightly training sessions. Observing good practice. Monitoring of interventions	EEF: Maximising the Impact of Teaching Assistants. https://educationendowmentfoundation.org.uk/	2, 3, 5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of staff who are non class based teachers to work with target children in reading and phonics.	Endorsed by EEF Research Regular Keep up and CAth up sessions taught by training teachers supports the impact of short term target intervention. Teachers train support staff in delivering the intervention sessions.	2, 3, 5
Establish pre-teaching groups for disadvantaged pupils falling behind age-related expectations	• Endorsed by EEF Research • https://educationendowmentfoundation.org.uk/ • Children continue to be seen quicker for assessment and programmes can be started earlier. • Some pupils may require additional support alongside high-quality teaching in order to make progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	2, 3, 5

Before school reading interventions for target children	• Endorsed by EEF Research • Increased time spent on reading fluency and comprehension supports closing the gap. • Children meeting ARE in reading ensures wider access to the whole curriculum	2, 3, 5
Structured interventions for targeted children including SEND interventions. To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT. Pupil progress meetings termly. Regular monitor of targeted interventions.	• EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/ • ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable’	2, 3, 5
Little Wandle as a structured synthetic phonics programme. Training: rapid catchup for teachers and teaching assistants. EYFS/KS1 and lower KS2 staff.	https://www.littlewandlelettersandsounds.org.uk/about-us/ EEF: Phonics https://educationendowmentfoundation.org.uk/ • Targeted catch up sessions for Little Wandle • Children who did not pass the phonics screening check have targeted catch up sessions	2, 3, 5
Teaching Assistants fortnightly training sessions. Observing good practice. Monitoring of interventions	EEF: Maximising the Impact of Teaching Assistants. https://educationendowmentfoundation.org.uk/	2, 3, 5

Educational Psychologists	Educational psychologists use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how school might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behavioural support.	2, 3, 4, 5
To increase rates of progress through the provision of personalised learning	Children should be 'educated in a way and at a pace which suits them, recognising that each is different, with different abilities, interests and needs. (DfES 2001.20). 'Personalising learning and teaching means taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate.'	2, 3, 4, 5
To access outside Agencies, Marlborough Outreach, Sensory Services	The Marlborough Outreach Team and Sensory Services use their training and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behavioural support.	2, 3, 4, 5
Understanding diagnosis; Learning Mentors to support children either 1:1 or in small groups.	Evaluations and observations by Learning Mentors and pupils illustrate the deeper understanding of their diagnosis. Pupils understand their strengths and difficulties and this leads to a reduction in anxiety, withdrawals and meltdowns, in school and at home.	2,5

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £83,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer to offer support for vulnerable children and families. – key support needed to ensure attendance is maintained and readiness to learn.	EEF Guidance about Wider Strategies focusing on: SEL, Well-being and Mental Health https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	1
Learning mentors working with target parents running Drawing and Talking Sessions	EEF Guidance about Wider strategies: https://educationendowmentfoundation.org.uk/	1, 4
Family Liaison Office to work with families to break down barriers of children accessing school – included cross-working with SEND team and outside agencies where appropriate.	EEF Guidance about Wider strategies: https://educationendowmentfoundation.org.uk/ Family Liaison officer running Triple P course for parents reduces Early Help referrals and wider safeguarding support.	1, 2, 4
To work with SEASS (attendance advisory) to improve attendance for disadvantaged pupils and close the gap between PP and non-PP. Fortnightly attendance meeting held with SEASS.	“Drawing on over 30 years’ experience in the fields of education, law, social care and education welfare, SEAAS is an established company which provides an effective and focused professional service to schools and academies across the South East. We work in partnership with schools and academies to significantly raise the standards and levels of both individual and overall attendance”. Target attendance children identified and receive regular support and communication with the school. Attendance levels increase.	1
SENCO and Family Liaison Officer to conduct 1:1 meeting with hard to reach parents through Chocolate and Chat to help build relationships and offer support.	Monitoring of ‘hard to reach’ parents through lack of engagement in attendance processes. monitor warning letters and fines sent to parents which have had no impact on attendance.	1, 2

	Parent meetings conducted with the Family Liaison conducted. Engagement and communication increases between parent and school.	
Learning Mentors, specialisms: ELSA Drawing and Talking Forest School Behaviour Breakfast and after school club and trip contributions to allow PP children access to extracurricular activities and enrichment opportunities	EEF Guidance about Wider Strategies focusing on: SEL, Well-being and Mental Health https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies Children are supported through 1:1 interventions or group work to work on SEMH needs.	1, 2, 5, 6
Total budgeted cost	£261,378	

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

Data for 2022-2023 still indicates a gap between disadvantaged and non-disadvantaged children's progress and attainment and this is also evident in disadvantaged children working at GDS.

KS2 Pupil Premium - Number of Pupil Premium Pupils: 32

Reading - 50% Achieved Expected Standard

Writing - 25% Achieved Expected Standard

Maths - 47% Achieved Expected Standard

SPAG - 28% Achieved Expected Standard

Reading, Writing, Maths Combined - 22% Achieved Expected Standard

During 2022- 2023, Barnsole Learning Mentors continued to develop their professional development through a range of CPD. This enabled continued support for pupils' social, emotional and mental health. Children were understanding their emotions and applying self-regulation strategies, leading to more engagement in school. Learning Mentors with 125 pupils on a weekly basis.

South Eastern Attendance Advisory Service, SEAAS, continued to improve the attendance of our pupils in school. This is having a positive impact; children's attendance is slowly improving, and we are seeing more engagement with parents. This is also supported by the provision of a 1:1 meeting with parents and the Inclusion Team through Chocolate and Chat sessions.

Early identification of an underlying SEN barrier continues to be a focus. We accessed a range of professionals: Occupational Therapist, Speech and Language Therapist, Outreach teams, Educational Psychologist. More children were assessed by professionals and strategies were implemented in class and supported children with their learning and SEMH needs.

- 50% of parents/carers attending are in receipt of PP funding attended Gardening Club.
- 83% of parents/carers attending are in receipt of PP funding attended Triple P: Parents have commented on the positive impact and the strategies they have used at home.
- Forest School Intervention numbers: 49 Pupil Premium Pupils

- 12% of Pupil Premium Pupils received Drawing and talking Therapy
- 3% of Pupil Premium Pupils Attended 'Understanding their Diagnosis' sessions
- 34% of Pupil Premium Pupils received the 'Book Mark' Badge Awards
- 50% of parents attended are in receipt of PP funding Drawing and Talking:100% rated the intervention as 10/10

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
TT Rockstars	<i>Maths Circle Ltd</i>
LEXIA	<i>Lexia Learning Systems Ltd</i>
Spelling Shed	<i>EdShed Ltd</i>
Grammarsurus	Grammarsurus
iXL	iXL Learning
Phonics Tracker	Phonics Tracker Ltd
Dyslexia Gold	Engaging Eyes
Guitar, Brass and Violin Tuition	Private Providers

Further information Optional

At Barnsole we have set up a Hygiene bank for those families in need, this is run on donations from The Hygiene Bank Medway. The food bank is run on donations from Trussel Trust Foodbank and Gillingham Angels to support our most vulnerable families.