

Pupil premium strategy statement – Barnsole Primary School

This statement details our school's use of pupil 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	666
Proportion (%) of pupil premium eligible pupils	34% (227 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Jonathan Smales
Pupil premium lead	Stephanie Tollervey
Governor / Trustee lead	Robin Selmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£270,840

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.

Challenge number	Detail of challenge
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
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
2	Improved phonics and reading attainment among disadvantaged pupils. Improved outcomes in the Phonics Screening check	Assessments and observations indicate significantly improved phonics and reading among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	Improved access to the wider curriculum through increased reading outcomes.	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.
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.
4	To maintain support for PP families through collaboration with outside agencies, including 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
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.
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 • Phonics workshops • Sewing Club • Jewellery making • Coffee mornings • Parent forums

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

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. • Speech and Language therapist every other week - support for CTs/TAs and parents offered • 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
Strong systems for early identification and assessment of pupils' needs in gaps in their learning.	• Inclusion Team Referral system updated • PPM identify at risk children • Gap analysis of assessments	2,3,5
Embedded consistent pedagogy of Kagan following external CPD for all staff Kagan Strategies.	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 - subject pathways • 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 • PLCs developed to support collaborative learning and CPD	
Teaching Assistants termly training sessions. Observing good practice. Monitoring of interventions	EEF: Maximising the Impact of Teaching Assistants. https://educationendowmentfoundation.org.uk/	2,3,5
Improve approaches to de-escalation of behaviours	EEF PP Research and Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Team Teach training for all staff	5

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

Budgeted cost: £140,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 DHT and AHTs. 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
Educational Psychologists	Educational psychologists use their training in psychology and knowledge of child development to assess difficulties	2,3,4,5

	children may be having their learning. They provided 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.	
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: Danecourt Outreach, The Fortis Trust, The Rowans Outreach	These agencies 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
Learning Mentors, specialisms: ELSA Drawing and Talking Behaviour SEND	EEF PP Research and Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Children are supported through 1:1 interventions or group work to work on SEMH needs.	

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

Budgeted cost: £50,000

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

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, SEASS 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
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
Inclusion Lead to host coffee mornings for parents on a range of subjects	EEF PP Guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6

Total budgeted cost: £270,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School EOY Data 2023-24 for pupils achieving expected or greater standard:

	ALL	PP	GAP
Reading	42%	37%	-5%
Writing	31%	21%	-10%
Maths	44%	40%	-4%
Combined	24%	19%	-5%

KS2 SATs Data 2024 for pupils achieving expected or greater standard:

	ALL	PP	GAP	NATIONAL (all)
Reading	59%	56%	-15%	74%
Writing	74%	25%	-15%	72%
Maths	58%	53%	-9%	73%
Combined	45%	25%	-16%	65%

Phonics data:

80% of Yr1 children passed the phonics screening test

67% of Pupil Premium pupils passed the Yr1 phonics screening test

EYFS:

60% achieved GLD

42% of PP children achieved GLD

Externally provided programmes

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

Programme	Provider
TTRS	NCETM & Maths Hub East Midlands
NELI - Nuffield Early Language Intervention	Nuffield Foundation

Spelling Shed	Ed Shed Ltd
Phonics Tracker	Phonics Tracker Ltd

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 Street Angels to support our most vulnerable families.