



Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Barlby Bridge Community Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2021
Statement authorised by	Claire Hughes Headteacher
Pupil premium lead	Claire Hughes Headteacher
Governor / Trustee lead	Stephen Walker Governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,630
Recovery premium funding allocation this academic year	£7476

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	£81106

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or challenges that they face, are supported to make good progress across all aspects of the curriculum. A key area of intent is ensuring that all children receive a solid education at Barlby Bridge which equips them to make a strong start to their primary education and equips them for the next stages of education; improving their future life chances and career prospects.

Through use of additional funding, we intend to offer additional support to pupils to ensure all learners, and particularly those from disadvantaged backgrounds, make good progress, regardless of their starting points. Our first priority is ensuring a strong first quality teaching offer for all pupils through a skilled staff team and a well-resourced learning environment. This approach is grounded in research and proven to have the greatest impact on closing the disadvantage attainment gap. Using funding towards developing the first quality teaching offer is a strategy that has been employed by the school for several years now and as this has evolved, the approach has been evaluated to ensure the greatest impact on pupils.

In addition and where required, bespoke support is offered to pupils to ensure they are able to 'keep up' with the taught lesson content, through the use of strategies such as 'pre-teach' and 'post-teach' to help pupils to maintain their rates of progress. Evidence based interventions, when used are a powerful strategy in addition to this first quality teaching offer and as part of the spending plan, time is allocated to staffing to ensure actions taken in interventions are incorporated into the taught lesson content to ensure maximum impact.

Our spending strategy is also integral to wider school plans for education recovering, notably in its targeted support through the National Tutoring Programme. This year, the programme aims to ensure that all pupils requiring this additional catch up receive at least 15 hours of tuition in academic year 2021-22 and that top up support from the use of School Based Tutoring fund is allocated as required.

A key part of our long term strategy is to ensure improved mental and physical health outcomes for all pupils. A key aspect of our spending over the next three years will focus on improving school staffing expertise in developing a strong mental health offer for pupils which sits at the core of our whole curriculum offer.

The Governors and School Leadership Team recognise that the needs of our pupils and the community we serve are constantly evolving and the spending strategy will be responsive to the needs of the children. The school adopts a research based approach and spending decisions focus upon evidence based decision and evaluation of

approach through use of diagnostic and assessment information. To ensure our approaches are successful in delivering a quality first teaching offer for all we will;

- Ensure all disadvantaged pupils receive a well-structured and challenging high quality teaching offer;
- Provide targeted support to intervene at the earliest stages to enable pupils to close gaps in learning and make good progress towards the year group expectations;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and a raised expectations of what they can achieve;
- Ensure pupil mental health and well-being is an integral part of the whole school curriculum offer and informs the staff training strategy.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations of pupils indicate lower starting points on entry to Nursery and EYFS, particularly in communication and spoken language. Vocabulary acquisition and application are key areas impacting pupil progress across the curriculum in EYFS, KS1 and KS2.
2	Analysis of pupil phonics knowledge and early reading skills in our disadvantaged cohorts indicates that pupils are not acquiring and embedding this knowledge quickly enough to build upon this understanding in KS1 and K2.
3	Attendance and punctuality of disadvantaged pupils over the last three years has been between 1.5-2% lower than for non- disadvantaged pupils. Persistent absence for disadvantaged pupils is above national figures and a small number of pupils continue to require high levels of targeted intervention and school based support to monitor and improve outcomes. The school recognise the impact that poor attendance has on disadvantaged groups and this is a key area of focused spending and action planning.
4	Our assessment evidence and pupil progress information, indicates that pupils from disadvantaged backgrounds have been more affected by school closures and therefore made less progress overall in reading, writing and maths. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	It has been observed that an increased proportion of pupils require additional support in managing their emotional health and well-being and a higher level of adult intervention and support. Teacher referrals for support have increased during the pandemic in part due to changes in home circumstances or anxieties around the pandemic and return to school. 12 pupils (9 of whom are disadvantaged) currently require

	additional support with social and emotional needs, with 6 (4 of whom are disadvantaged) receiving small group interventions.
6	Assessment evidence indicates a high proportion of disadvantaged pupils have gaps in learning and knowledge which is impacting on new knowledge acquisition, understanding and application of taught concepts in reading, writing and maths.

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
Improved oral language skills, early language acquisition and application among our disadvantaged students.	Assessments and observations show significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, work scrutiny and ongoing formative assessment.
Improved reading outcomes in KS1 and KS2 for disadvantaged pupils.	Increased percentage of pupils meeting expected standard in reading in KS1 and KS2 in 2024/25 and more than 75% of disadvantaged pupils meeting the expected standard in the Y1 phonics screening check.
Improved writing and maths outcomes for disadvantaged pupils at the end of KS2.	KS2 writing and maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard.
Reduced percentage of persistent absenteeism for disadvantaged groups and raised overall attendance rate in line with national expectations.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 3.5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1%. The percentage of pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% higher than their peers.
A strong mental health and well-being curriculum offer for pupils and additional support in place for individuals, particularly for our disadvantaged pupils.	Sustained high levels of well-being from 2024/2025 demonstrated by: <ul style="list-style-type: none"> Improvement in resilience well-being pupil audit Improvement in pupil surveys, student council feedback and well-being observations A further increase in participation in extra-curricula and enrichment

	activities, particularly among disadvantaged pupils.
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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: £24,633 (additional £6000 funding received through English Hub)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implement a Systematic Synthetic Phonics Programme.</p> <p>£6000 funded from English Hub £3000 staff training and release time for Early Reading lead to coach staff and monitor impact.</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Embed a range of strategies which improve oral language in EYFS and KS1 and use of higher level vocabulary in KS2.</p> <p>Train staff to implement the NELI (Nuffield Early Language Intervention) in EYFS.</p> <p>£3000 additional staffing costs to lead intervention and monitor impact.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Revise KAGAN training and whole school approach to improve pupils ability to cooperate well on tasks. Ensure that everyone in each group member has a chance to participate.</p> <p>£1500</p>	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>Pupils need support and practice to work together; it does not happen automatically. Professional development can</p>	4 and 6

	<p>support the effective management of collaborative learning activities.</p> <p>Collaborative Learning Approaches Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhance first quality teaching through additional teaching time in KS2 to lead group tuition and whole class input to improve outcomes for pupils in KS2 in reading, writing and maths.</p> <p>£11133</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. This type of tuition is most likely to be effective if it is targeted at pupils' specific needs. The cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	4 and 6

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

Budgeted cost: £40423

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional targeted ATA (Advanced Teaching Assistant) to implement and lead whole school intervention strategies for disadvantaged groups in Y1, Y2, Y3 and Y4.</p> <p>£7850</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	4 and 6
<p>Additional teaching assistant support to lead afternoon intervention support and catch up in all classes in KS1 and KS2. 25 Hours per week</p> <p>£14065 Before school teaching assistant x 5 hours per week £2500</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	4 and 6

<p>Additional teaching assistant to support Early Reading 'keep up' offer and use of targeted intervention for pupils with significant learning gaps in reading, writing and maths.</p> <p>£16008</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4 and 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ATA to monitor and evaluate whole school attendance and work with parents to improve knowledge of the impact that poor attendance has on pupils attainment and progress in school. To utilise the school text based Scholarpack system to regularly inform parents of attendance concerns.</p> <p>Cost: £3925</p> <p>Release time for the DHT to oversee attendance and meet with families to improve persistent absenteeism and children flagged as a cause for concern.</p> <p>£1000</p> <p>Embedding principles of good practise set out in</p>	<p>Parents' aspirations appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p> <p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>

<p>the DFE's Improving School Attendance advice.</p> <p>Improving School Attendance</p>		
<p>ATA to offer well-being drop in sessions to pupils requiring additional support outside of class based well-being strategies implemented.</p> <p>Cost: £3925</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</p>	<p>3 and 5</p>
<p>Engaging 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 pupils who receive tutoring will be those identified as disadvantaged, including high attainers.</p> <p>£7500</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>4 and 6</p>
<p>Funding to subsidise breakfast club places for disadvantaged pupils with low school attendance or siblings requiring additional pre-school catch up support. Funding to subsidise the cost of school milk for children in EYFS and KS1.</p> <p>£4000 for additional staffing costs, food and resources to run the club.</p>	<p>Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club.</p> <p>Magic Breakfast Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4 and 6</p>

<p>Contribution to school uniform costs for disadvantaged pupils. £1500</p>	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p> School Uniform Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
<p>Complete a resilience audit and identify strategies to improve pupil resilience and well-being through a whole school approach £200</p>	<p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p> Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>

Total budgeted cost: £81106

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.

Our Internal assessments during 2020/21 suggested that performance of disadvantaged pupils was overall lower than in the previous three academic years in key areas of the curriculum. Despite being on track in 2019-2020, the outcomes we aimed to achieve in the previous strategy by the end of 2021/2022 were not fully realised. A new strategy statement, which includes the new priorities emerging from the Covid-19 impact has therefore been formulated.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to various degrees. As evidenced in schools across the country, closures were most detrimental to disadvantaged pupils and for our cohorts there has been a significant gap in pupil knowledge and understanding in the assessment evidence gathered in the summer term. Disadvantaged pupils were not able to access and benefit from the pupil premium targeted interventions and improvements that were planned to take place due to the period of school closures. The home learning offer for all pupils included a range of online resources, teacher led lessons and use of Oak National Academy, which to a certain degree mitigated this impact. This online strategy was not however a replacement of the First Quality Teaching offer and this has had the most negative impact on our disadvantaged pupils. A large proportion of spending in the next strategy plan is focused on additional teaching and teaching assistant support to address these gaps in learning and enable pupils to rapidly close the gaps and eventually catch up with curriculum expectations.

Although the school overall attendance rate in 2020/21 improved to 96.5%, the attendance of disadvantaged pupils was 2% below this at 94.5%. Persistence absence of a small number of disadvantaged pupils also impacted negatively upon the overall attendance figures for this group. This has been an area of focused spending over the last three academic years and whilst improvements have been seen, further action is required to further improve these outcomes.

Our assessments of pupils in the return to school in summer term 2021 have indicated that pupil well-being and mental health have been significantly impacted due to Covid-19 issues. The difficulties in returning to school following school turbulence over two academic years have been particularly acute for disadvantaged pupils. Teachers have reported lower levels of resilience and less independence seen in all pupils but particularly for the disadvantaged pupils. Due to this, a key focus for spending and

curriculum development this year is centred around improving these outcomes for pupils through focused spending and targeted action planning.

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
NELI (Nuffield Early Language Intervention)	Nuffield

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.