

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should 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 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	Barlby Bridge Community Primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£73,405

Recovery premium funding allocation this academic year	£7685
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	£81093

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 where required to ensure children are able to 'keep up' with the taught lesson content, through the use of strategies such as 'pre-teach' and 'post-teach' to support 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 implemented 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. Through use of the Recovery Premium funding, all pupils requiring additional catch up will receive at least 15 hours of tuition in academic year 2022-23. The school is utilising the School Led Tutoring funding to allocate these tutoring hours and the 40% additional funds will be taken from Recovery and Pupil Premium allocations.

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. In 2022-23, key senior staff representatives will be trained on the Thrive approach, and this will be disseminated across the staff team,

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 ensuring a quality first teaching offer for all we will;

- Ensure all disadvantaged pupils receive a well-structured and challenging high quality teaching and curriculum offer;
- Provide targeted support to intervene at the earliest stages to enable pupils to close gaps in learning and made good progress towards the year group expectations;
- Ensure the implementation of a knowledge rich curriculum develops pupils language acquisition and oracy.
- 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 forms part of 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 always acquiring and embedding this knowledge quickly enough to build upon this understanding in KS1 and K2.
3	Attendance and punctuality of disadvantaged pupils over 2018-2021 and at the time of writing the statement has been between 1.5-2% lower than for non-disadvantaged pupils. Focused work in 2021-2022 closed this attendance gap to 0.83%. Persistence absence for disadvantaged pupils remains 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 continue to require additional Catch Up

	following the pandemic as attainment rates in reading, writing and maths remain lower for certain cohorts of pupils. It is recognised that periods of COVID related illness and absence in 2021-22 has impacted further. These findings are supported by national studies. This has resulted in 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. Referrals for support have increased significantly and there are higher numbers of pupils reporting to be experiences anxiety and mental health issues. 8 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, with 7 (all 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 80% 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 80% 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 by 1%. The percentage of pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

<p>A strong mental health and well-being curriculum offer for pupils and additional support in place for individuals, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of well-being from 2024/2025 demonstrated by:</p> <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: £18940 (additional £450 through the English Hub)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review the Systematic Synthetic Phonics Programme in place.</p> <p>Introduce the Little Wandle Catch Up resource and SEND materials.</p> <p>£800 staff training and release time for Early Reading lead to coach staff and monitor impact.</p> <p>£450 allocated from English Hub to support implementation of additional Catch Up materials.</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 KS2 and use of higher level vocabulary in KS2.</p> <p>Implement the CUSP curriculum in History, Geography, Science, Art and DT to improve pupils long term knowledge and vocabulary acquisition.</p> <p>Staff continue to deliver the NELI (Nuffield Early</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

Language Intervention) in EYFS and Y1. £4000 CUSP resource cost. £2000 additional staffing costs to lead intervention in KS1 and monitor impact.		
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. £1000	Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities. Collaborative Learning Approaches Toolkit Strand Education Endowment Foundation EEF	4 and 6
Enhance first quality teaching through an 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. £11140	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. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	4 and 6

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

Budgeted cost: £40185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted ATA (Advanced Teaching Assistant) to implement and lead whole school intervention strategies for	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	4 and 6

disadvantaged groups in Y1, Y2, Y3 and Y4. £5850	which teaching assistants have been trained to deliver. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	
Additional teaching assistant support to lead afternoon intervention support and catch up in all classes in KS1 and KS2. 30 Hours per week £16835 Before school teaching assistant x 3 hours per week £1500	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. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	4 and 6
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. £16000	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. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	2, 4 and 6

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

Budgeted cost: £14280 Pupil Premium

£7683 Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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.	3

<p>progress in school. To utilise the school text based Scholarpack system to regularly inform parents of attendance concerns.</p> <p>Cost: £3925</p> <p>Embedding principles of good practise set out in the DFE's Improving School Attendance advice.</p> <p>Improving School Attendance</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>ATA to offer intervention 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>	3 and 5
<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 disadvantaged, including those who are high attainers.</p> <p>£7685 – Recovery Premium £ 1680 Pupil Premium.</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>	4 and 6
<p>Funding to subsidise breakfast club places for disadvantaged pupils with low school attendance or siblings</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</p>	2, 4 and 6

<p>requiring additional pre-school catch up support. Funding to subsidise the cost of school milk for children in EYFS and KS1.</p> <p>£3000 for additional staffing costs, food and resources to run the club.</p>	<p>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>Contribution to school uniform costs for disadvantaged pupils.</p> <p>£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>	5
<p>Review the whole school resilience audit and identify further strategies to improve pupil well-being through a whole school approach</p> <p>£250</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>	5

Total budgeted cost: Pupil Premium: £73,405 Recovery: 7685
Total: £81090

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Assessment analysis of 2021/22 data evidences positive gains in the performance of disadvantaged pupils. In the Y6 SATS tests 2022, the percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths was above the national rate for disadvantaged pupils: 9% in reading, 23% in writing and 17% in maths.

Combined attainment in RWM for disadvantaged pupils was above the national average. This data indicate positive gains have been made for targeted pupils due to effective spending in 2021/22 academic year.

Attainment in KS1 for disadvantaged pupils in reading, writing and maths was broadly in line with national rate. In 2022, the percentage of pupils meeting the expected

standard in the Y1 Phonics Screening Check, was also in line with the national rate but below the disadvantaged school target 80% rate for 2024/25.

A new strategy statement, which includes new priorities emerging from the analysis of spending decisions in 2021/22 has been formulated.

A large proportion of spending in this reviewed strategy statement is focused on additional teaching and teaching assistant support to address gaps in learning and enable pupils catch up with curriculum expectations. In 2021-22, a high proportion of pupils in disadvantaged groups received at least 15 hours of tutoring through the National Tutoring Programme. This approach has been evaluated and refined to ensure that all children in disadvantaged groups working below age related will receive tutoring support in the 2022/23 academic year. This tutoring will be delivered by a qualified teacher.

The school overall attendance rate in 2021-2022 was 93.47 and the attendance of disadvantaged pupils overall was 92.64%. It is positive to report that this gap has closed to 0.8%, from the 2% gap reported in the 2020/21 strategy. Persistent absence rate for disadvantaged pupils remains an area of concern and 15 pupils had attendance below 90% in 2020/21. Whilst it is positive to report improvements in this data in 2020/21, further robust action is required to continue to improve outcomes for disadvantaged.

Our assessments and observations indicate a high proportion of disadvantaged pupils continuing to present with mental health and well-being. The impact of the pandemic on disadvantaged pupils has been particularly acute.

Observation and analysis of pupil behaviour demonstrates increased resilience following the audit and adaptations to teaching last year. In reviewing the strategy statement 2021/22, many positive gains have been observed. Following this review, changes have been made to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. A key focus for spending and curriculum development this year is centred around continuing to improve outcomes for pupils through this 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
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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.