



Barford St. Peter's C.E. (V.A.) Primary School

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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	207
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	March 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Board
Pupil premium lead	Mary Baker
Governor / Trustee lead	Amanda Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,695
Recovery premium funding allocation this academic year	£3915
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£2166
Total budget for this academic year	£46,776



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Part A: Pupil premium strategy plan

Statement of intent

At Barford St. Peter's we believe that all children have the right to achieve their full potential, regardless of their background. It is our intention to provide all children with the best possible start to their educational journey in a loving and nurturing environment, where they are able to thrive. Our focus for all children is to effectively develop their personal, social and emotional skills so that they are able to fully access the richness of all the curriculum has to offer, and to become highly successful learners, ready for the next stage of their educational journey.

Our current pupil premium strategy is focussed on ensuring that children's SEMH is given the highest priority, to enable them to flourish and thrive across all areas of the curriculum. In addition to this, we aim to consider and adapt our strategy based on the specific needs of individuals within our school, including ensuring appropriate academic challenge for all, including those who are more able, and nurturing and developing talent for individual pupils in areas they excel such as art, music or sport.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Developmental Delay in EYFS cohort</u></p> <p>4 out of 7 (57%) of our current Reception pupil premium children have significant developmental delay both in speech and language and also in their social and emotional development. 4 of these children are supported by the speech and language therapy team. 2 are also being assessed by IDS.</p> <p>Developmental delay for these children was assessed on 21.11.22 by 'SEND supported' as follows:</p> <p><i>"Children are happy to come to school. Despite experience in nursery, they:</i></p> <ul style="list-style-type: none">• <i>Show poor language development</i>• <i>Struggle to follow instructions.</i>



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	<ul style="list-style-type: none"> • <i>Lose focus and attention.</i> • <i>Struggle to engage with the curriculum.</i> • <i>Show social awareness and intent but often try to resolve conflict using physical behaviour.</i> • <i>Show developmental delay</i> • <i>Demonstrate poor receptive and/or expressive language skills</i> • <i>Are currently unable to fully access the curriculum</i> <p>The Boxall profile has been used to assess children's needs with the following results for total developmental score: Child A: 90 Child B: 77 Child C: 112 Child D: 120</p>																
2	<p><u>Attendance</u></p> <p>There are significant issues with attendance for 5 of our pupil premium children as follows:</p> <table border="1" data-bbox="300 1070 1099 1301"> <thead> <tr> <th>Year Group</th> <th>Child</th> <th>% Attendance for Autumn Term</th> </tr> </thead> <tbody> <tr> <td rowspan="2">R</td> <td>A</td> <td>78%</td> </tr> <tr> <td>B</td> <td>74%</td> </tr> <tr> <td>1</td> <td>A</td> <td>78%</td> </tr> <tr> <td rowspan="2">5</td> <td>A</td> <td>76%</td> </tr> <tr> <td>B</td> <td>86%</td> </tr> </tbody> </table> <p>For these 5 children attendance is lower than 90%. Developing early reading and phonics skills is significantly affected for children in EYFS and year 1 due to the high levels of absence. In year 5, children's mathematical understanding is significantly affected by low attendance as they have not been able to fully access the curriculum.</p>	Year Group	Child	% Attendance for Autumn Term	R	A	78%	B	74%	1	A	78%	5	A	76%	B	86%
Year Group	Child	% Attendance for Autumn Term															
R	A	78%															
	B	74%															
1	A	78%															
5	A	76%															
	B	86%															
3	<p><u>Attainment in Reading, Writing and Maths</u></p> <p>Our 2022 to 2023 attainment data (see below) shows that there is a significant gap between the attainment outcomes for pupil premium children and non pupil premium children in reading for years 1, 2 & 3. This impacts on their writing attainment which shows a significant gap in all year groups between pupil premium and non pupil premium children.</p> <p>In maths, children in years 1, 2, 3 and 6 perform significantly below their non pupil premium peers. Lack of engagement with reading at home and lack of support from parents with early reading is a significant challenge for pupil premium children which needs to be addressed.</p>																



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Whole School Attainment Data End of Summer Term 2022											
Reading											
	All Pupils			No. children	Pupil Premium			No. children	SEND		
	WTS	EXS+	GDS		WTS	EXS+	GDS		WTS	EXS+	GDS
Year 1	26%	74%	33%	2	50%	50%	0%	8	75%	25%	0%
Year 2	18%	82%	14%	2	50%	50%	0%	5	60%	40%	0%
Year 3	18%	82%	14%	3	33%	66%	0%	6	50%	50%	0%
Year 4	0%	100%	69%	3	0%	100%	33%	3	0%	100%	0%
Year 5	6%	94%	62%	4	0%	100%	50%	2	100%	0%	0%
Year 6	6%	94%	43%	3	0%	100%	0%	4	25%	75%	0%
Writing											
	All Pupils			No. children	Pupil Premium			No. children	SEND		
	WTS	EXS+	GDS		WTS	EXS+	GDS		WTS	EXS+	GDS
Year 1	39%	61%	19%	2	50%	50%	0%	8	88%	12%	0%
Year 2	54%	46%	7%	2	100%	0%	0%	5	100%	0%	0%
Year 3	36%	64%	21%	3	66%	33%	0%	6	100%	0%	0%
Year 4	14%	86%	24%	3	33%	66%	0%	3	100%	0%	0%
Year 5	16%	84%	16%	4	25%	75%	0%	2	100%	0%	0%
Year 6	17%	83%	27%	3	66%	33%	0%	4	100%	0%	0%
Maths											
	All Pupils			No. children	Pupil Premium			No. children	SEND		
	WTS	EXS+	GDS		WTS	EXS+	GDS		WTS	EXS+	GDS
Year 1	29%	71%	26%	2	50%	50%	0%	8	63%	38%	0%
Year 2	21%	79%	18%	2	100%	0%	0%	5	60%	40%	0%
Year 3	29%	71%	18%	3	66%	33%	0%	6	66%	33%	0%
Year 4	0%	100%	65%	3	0%	100%	0%	3	0%	100%	0%
Year 5	13%	87%	31%	4	0%	100%	0%	2	100%	0%	0%
Year 6	6%	94%	27%	3	33%	66%	0%	4	50%	50%	0%

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Progress in Reading, Writing and Maths

Progress data (see below) shows that in reading 100% of pupil premium children made expected progress in all year groups except year 3. However, only 1/3 of pupil premium children in years 2-6 made better than expected progress and this needs to significantly improve if we are to close the attainment gap between pupil premium and non pupil premium children.

In writing, progress data shows that although children make good progress from their starting points (100% in all year groups except year 5), in years 2, 3 and 5 no pupil premium children made better than expected progress. In years 4 and 6, only 1/3 of pupil premium made better than expected progress.

In maths, children in years 2, 4, 5 & 6, 100% of children made expected progress. However, too few children made better than expected progress in all year groups other than years 4 & 6.

Pupil premium children need to make significantly better progress in reading, writing and maths if we are to enable them to achieve their full potential and close the attainment gap.



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Whole School Progress Data End of Summer Term 2022												
	All Pupils				Pupil Premium				SEND			
	Progress from	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress
Year 1	TA EYFS	10%	90%	18%	2	0%	100%	0%	8	25%	75%	0%
Year 2	EYFS	14%	88%	4%	2	0%	100%	50%	5	20%	80%	0%
Year 3	TA End of KS1	50%	50%	7%	3	33%	68%	33%	6	68%	33%	33%
Year 4	KS1	0%	100%	31%	3	0%	100%	68%	3	0%	100%	100%
Year 5	KS1	3%	97%	29%	4	0%	100%	50%	2	50%	50%	0%
Year 6	KS1	6%	94%	17%	3	0%	100%	33%	4	0%	100%	50%
	All Pupils				Pupil Premium				SEND			
	Progress from	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress
Year 1	TA EYFS	6%	94%	18%	2	0%	100%	50%	8	25%	75%	13%
Year 2	EYFS	32%	68%	0%	2	0%	100%	0%	5	20%	80%	0%
Year 3	TA End of KS1	14%	88%	0%	3	0%	100%	0%	6	0%	100%	0%
Year 4	KS1	10%	90%	3%	3	0%	100%	33%	3	0%	100%	0%
Year 5	KS1	23%	77%	0%	4	25%	75%	0%	2	50%	50%	0%
Year 6	KS1	3%	97%	3%	3	0%	100%	33%	4	0%	100%	0%
	All Pupils				Pupil Premium				SEND			
	Progress from	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress
Year 1	TA EYFS	13%	87%	23%	2	50%	50%	0%	8	13%	87%	13%
Year 2	EYFS	11%	89%	25%	2	0%	100%	0%	5	20%	80%	40%
Year 3	TA End of KS1	54%	48%	0%	3	68%	33%	0%	6	84%	16%	0%
Year 4	KS1	3%	97%	14%	3	0%	100%	68%	3	0%	100%	68%
Year 5	KS1	10%	90%	3%	4	0%	100%	0%	2	0%	100%	0%
Year 6	KS1	20%	80%	17%	3	0%	100%	68%	4	0%	100%	100%

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Lack of parental engagement with phonics, early reading and homework

Evidence from parental questionnaires around homework and monitoring of reading diaries and homework books shows that 63% of disadvantaged pupil premium children currently have no support with early reading, phonics or homework at home. This leaves them at a significant disadvantage to their peers and puts them further at risk of underachieving and falling further behind their peers.

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 communication skills for disadvantaged children in EYFS.	Children are able to listen to and follow instructions Children are able to access the EYFS curriculum. Children are able to interact with their peers.



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	<p>Children are confidently able to communicate with adults to express their feelings and needs.</p> <p>Children are able to express themselves in a non-physical way.</p> <p>Children are able to demonstrate attentive listening when an adult is talking.</p>
Improved SEMH development for disadvantaged children in EYFS.	<p>Children's Boxall profile scores increase by 15 points from</p> <p>Child A: 90 to 105</p> <p>Child B: 77 to 92</p> <p>Child C: 112 to 127</p> <p>Child D: 120 to 135</p> <p>Children are able to successfully access the EYFS curriculum in the classroom</p> <p>Children are able to interact successfully with their peers.</p>
Improved early reading and phonics outcomes for disadvantaged children in EYFS and KS1.	<p>At least 75% of non SEND disadvantaged children reach the expected standard for CLL at the end of EYFS.</p> <p>At least 80% of disadvantaged children pass the phonics screening at the end of year 1</p> <p>At least 100% of non ECHP disadvantaged children achieve the expected level of development in reading at the end of KS1.</p>
Improved attendance for all disadvantaged children.	<p>Attendance for all pupil premium children is at least 90%.</p>
Improved attainment and progress outcomes in mathematics for our disadvantaged pupils at the end of KS1 and KS2.	<p><u>Attainment</u></p> <p>At least 75% of non EHCP disadvantaged pupils achieved expected standard at the end of KS1. At least 90% of disadvantaged pupils achieve expected standard at the end of KS2</p> <p><u>Progress</u></p> <p>At least 90% of disadvantaged children make better than expected progress by the end of KS2.</p>

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: £11,882.10



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Makaton sign language.	All children who attend our pre-school are taught Makaton. Using sign language for children with developmental language delay improves their ability to communicate with their peers and reduces their frustration levels. The effectiveness of using signs and symbols to help people communicate and develop language and literacy skills through Makaton has been widely researched over the past 40 years. Papers outlining the benefits can be found here: Research - About Makaton	1
Employ a specific nurture lead. Provide training in nurture and Boxall profile. Implement daily nurture for EYFS disadvantaged children.	The benefits of an attachment based approach in school have been widely researched throughout the UK. Developing successful learners in nurturing schools: the impact of nurture groups in primary schools (ioe.ac.uk)	1
Implement a new phonics scheme throughout EYFS and KS1, Little Wandle Provide training for all staff, including support staff, on effective use.	The DfE require all schools to teach synthetic phonics through a scheme. Phonics EEF (educationendowmentfoundation.org.uk)	1,5
Improve attainment and progress for all pupils in maths, including those who are disadvantaged, to ensure all children achieve their full potential. Provide staff training on effective maths teaching, ensuring appropriate challenge for all. Implement coaching triads for maths See maths development plan for further detail.	Effective strategies for improving outcomes in maths from EYFS to KS2 are documented by EEF. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	3,4
Provide expert HLTA provision in year 6 to support disadvantaged children.	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	3,4



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

Budgeted cost: £16,799.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional daily interventions for disadvantaged children in reading.	Providing 1:1 reading in school as early as possible for disadvantaged children ensures that they do not fall behind their peers who may have more support at home with 1:1 reading. Small group reading such as guided reading on a daily basis also has a positive impact on pupil progress in reading: Small group reading intervention shown to boost pupil progress EEF (educationendowmentfoundation.org.uk)	1,2,3, 4,5
Provide specific daily spelling support for children in years 5&6 (Nessy)	The daily Nessy programme has a significant impact on helping children to learn spelling patterns and apply these into their writing. It is particularly effective for children who are showing dyslexic tendencies. Evidence Results - Dyslexia Daily Dyslexia Daily	3,4,5
Provide additional interventions for disadvantaged children in phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3, 4,5
Provide weekly challenge interventions for more able children in years 5&6 in maths, including those who are disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4,5
Embed principles of good practice set out in the DfE's 'Improving School Attendance' advice.	Improving School Attendance This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	2
Provide additional weekly interventions for disadvantaged children in	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1



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EYFS in speech and language.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling for disadvantaged children with SEMH in KS2.	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2
Opportunities for disadvantaged children to participate in after school sports clubs (dance & gymnastics)	Physical activity EEF (educationendowmentfoundation.org.uk)	2,3,4
Opportunities for disadvantaged children to participate in music lessons.	Arts participation EEF (educationendowmentfoundation.org.uk)	2,3,4
Breakfast club: Provide breakfast for disadvantaged pupils and ensure they arrive at school on time.	Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	2,3,4

Total budgeted cost: £33,358.65



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Attainment Data End of Summer Term 2022											
Reading											
	All Pupils			No. children	Pupil Premium			No. children	SEND		
	WTS	EXS+	GDS		WTS	EXS+	GDS		WTS	EXS+	GDS
Year 1	26%	74%	33%	2	50%	50%	0%	8	75%	25%	0%
Year 2	18%	82%	14%	2	50%	50%	0%	5	60%	40%	0%
Year 3	18%	82%	14%	3	33%	66%	0%	6	50%	50%	0%
Year 4	0%	100%	69%	3	0%	100%	33%	3	0%	100%	0%
Year 5	6%	94%	62%	4	0%	100%	50%	2	100%	0%	0%
Year 6	6%	94%	43%	3	0%	100%	0%	4	25%	75%	0%
Writing											
	All Pupils			No. children	Pupil Premium			No. children	SEND		
	WTS	EXS+	GDS		WTS	EXS+	GDS		WTS	EXS+	GDS
Year 1	39%	61%	19%	2	50%	50%	0%	8	88%	12%	0%
Year 2	54%	46%	7%	2	100%	0%	0%	5	100%	0%	0%
Year 3	36%	64%	21%	3	66%	33%	0%	6	100%	0%	0%
Year 4	14%	86%	24%	3	33%	66%	0%	3	100%	0%	0%
Year 5	16%	84%	16%	4	25%	75%	0%	2	100%	0%	0%
Year 6	17%	83%	27%	3	66%	33%	0%	4	100%	0%	0%
Maths											
	All Pupils			No. children	Pupil Premium			No. children	SEND		
	WTS	EXS+	GDS		WTS	EXS+	GDS		WTS	EXS+	GDS
Year 1	29%	71%	26%	2	50%	50%	0%	8	63%	38%	0%
Year 2	21%	79%	18%	2	100%	0%	0%	5	60%	40%	0%
Year 3	29%	71%	18%	3	66%	33%	0%	6	66%	33%	0%
Year 4	0%	100%	65%	3	0%	100%	0%	3	0%	100%	0%
Year 5	13%	87%	31%	4	0%	100%	0%	2	100%	0%	0%
Year 6	6%	94%	27%	3	33%	66%	0%	4	50%	50%	0%



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Whole School Progress Data End of Summer Term 2022												
	Progress from	All Pupils			Pupil Premium				SEND			
		Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress
Year 1	TA EYFS	10%	90%	16%	2	0%	100%	0%	8	25%	75%	0%
Year 2	EYFS	14%	86%	4%	2	0%	100%	50%	5	20%	80%	0%
Year 3	TA End of KS1	50%	50%	7%	3	33%	66%	33%	6	66%	33%	33%
Year 4	KS1	0%	100%	31%	3	0%	100%	66%	3	0%	100%	100%
Year 5	KS1	3%	97%	29%	4	0%	100%	50%	2	50%	50%	0%
Year 6	KS1	6%	94%	17%	3	0%	100%	33%	4	0%	100%	50%
Whole School Progress Data End of Autumn Term 2022												
	Progress from	All Pupils			Pupil Premium				SEND			
		Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress
Year 1	TA EYFS	6%	94%	16%	2	0%	100%	50%	8	25%	75%	13%
Year 2	EYFS	32%	68%	0%	2	0%	100%	0%	5	20%	80%	0%
Year 3	TA End of KS1	14%	86%	0%	3	0%	100%	0%	6	0%	100%	0%
Year 4	KS1	10%	90%	3%	3	0%	100%	33%	3	0%	100%	0%
Year 5	KS1	23%	77%	0%	4	25%	75%	0%	2	50%	50%	0%
Year 6	KS1	3%	97%	3%	3	0%	100%	33%	4	0%	100%	0%
Whole School Progress Data End of Spring Term 2022												
	Progress from	All Pupils			Pupil Premium				SEND			
		Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress	No. children	Less than expected progress	Expected progress+	Better than expected progress
Year 1	TA EYFS	13%	87%	23%	2	50%	50%	0%	8	13%	87%	13%
Year 2	EYFS	11%	89%	25%	2	0%	100%	0%	5	20%	80%	40%
Year 3	TA End of KS1	54%	46%	0%	3	66%	33%	0%	6	84%	16%	0%
Year 4	KS1	3%	97%	14%	3	0%	100%	66%	3	0%	100%	66%
Year 5	KS1	10%	90%	3%	4	0%	100%	0%	2	0%	100%	0%
Year 6	KS1	20%	80%	17%	3	0%	100%	66%	4	0%	100%	100%

Externally provided programmes

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

Programme	Provider



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Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

We have one child for whom we received services pupil premium. Last year he accessed:

1. Precision Teaching (Phonics): 1:1 support every morning for 10 minutes
2. Listening Comprehension/Memory Magic: To support with listening to, following and remembering instructions and to transfer these skills into class.
3. Comprehension Group: To support reading comprehension skills, he was part of a small group that accessed interventions. This would range from 60 second reads and comprehension verbal questions, to past paper assessments.

The impact of that spending on service pupil premium eligible pupils

1. Precision teaching to improve his spelling and reading had a significant impact; his reading fluency drastically improved and his reading rate was far above the 90 wpm by the end of year 4. His spelling also improved.
2. Listening comprehension and memory magic – he became much more confident and independent as a result of this intervention. At the beginning of Y4, he needed step by step checklists and support to help him remember what the task was or actions he had to take in class e.g. Writing the LO. By the end of the year, he was doing all of these things independently.
3. Comprehension group - This step by step support and guidance clearly had a huge impact; he started Y4, scoring WTS and a scaled score of 80 and finished the year as EXS with a scaled score of 106. This in turn increased his confidence in his own reading ability, and he now feels confident to read aloud in class and in church/assemblies.