

Pupil premium strategy statement – Barnehurst Infant School

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	Barnehurst Infant School
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Louise Shields
Pupil premium lead	Louise Neaves
Governor / Trustee lead	Darren Whalley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,165
Recovery premium funding allocation this academic year	£4495
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£44,660

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- At Barnehurst, we believe that every child should come to school, feel safe and happy, have access to a broad and balanced curriculum, be global citizens and achieve the best they can for their life ahead. We know that every child learns in unique way, and we aim to ensure that we use every possible strategy to support a child to be successful.*
- Our school development plan outlines how we are moving the school forward, making sure we are incorporating a pupil premium strategy that will encompass all of our disadvantage children and allow them to achieve in line with their peers. We have an ambitious curriculum and plan to ensure that every child has the opportunities to develop their cultural capital and have all they need to be engaged in their learning, encouraging parents to be a huge part of their child's learning journey, alongside bespoke CPD for all of our staff to ensure the best outcomes. We know the importance of mental health and wellbeing and this is something that is embedded into our daily school life.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance data since 2019 have shown that attendance for disadvantaged pupil is between 2-3% lower than non-disadvantaged pupils. This has had a negative impact on their attainment</i>
2	Our assessments and observations indicate that disadvantaged children generally struggle with grasping phonics compared to their peers, which has a negative impact on their reading. There has been increased demand for interventions.
3	Assessments and observations and discussions indicate many disadvantaged children have reduced oral and vocabulary skills. This is evident throughout the school and there has been increased referrals for assessment. This is more prevalent among our disadvantaged pupils compared to their peers.
4	In line with national studies, we have found that the school closures have had a negative impact on disadvantaged children, including their attainment as well as enriching activities, social skills and mental health. Children are struggling with their behaviour for learning and engagement within lessons.

5	Our assessments have shown that disadvantaged children are attaining lower in writing than non-disadvantaged peers. This is having an impact on how children are showing progress across the curriculum.
6	Assessments show that there are fewer disadvantaged children working at greater depth across the curriculum, particularly in year 2, in comparison to their peers.
7	Assessment have shown that disadvantaged children are presenting with fundamental gaps in knowledge for maths. The need for group and specific interventions has increased.
8	Our assessments and observations show that generally disadvantaged children attain lower across the whole curriculum and come to school with less experiences that would enhance their cultural capital across all subjects.
9	Some disadvantaged children have been identified as living in digital poverty, which does not allow them to access online apps at home to support learning.

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
Attendance of disadvantaged children will improve, supporting improved attainment	Attendance for disadvantaged children will increase by 2024-25, showing no more than 1% gap between their peers. Percentage of Persistent absences to be reduced to below 5%, consisting of less than 10% of disadvantaged children
<i>Accelerated progress of phonics among disadvantaged pupils</i>	Assessments indicate that disadvantaged children are attaining in line with their peers, including phonics screening, with 98% of pupils working at ARE by the end of year 2
Improvement in reading among disadvantaged pupils	Benchmark assessments and reading age assessments will show that 83% of children leave year 2 at or above age related expectations, and engaged in reading for pleasure.
Improved oracy skills for disadvantaged pupils	Assessments show a decrease of disadvantaged children needing speech and language interventions.
To improve and sustain the mental health and wellbeing of all pupils, particularly disadvantaged pupils.	Staff having a clear understanding of how to support children's mental health and wellbeing and children are supported to use strategies to self regulate with well-matched interventions. Wellbeing survey shows improvement in mental health and well being. Achievement of wellbeing award for Schools

Writing attainment is improved across the school	KS1 data shows that 80% of pupils are working at ARE in writing at the end of year 2.
Improved maths skills for our disadvantaged children	KS1 data shows that 83% of children are working at ARE in maths at the end of 2
Increased number of disadvantaged children working at greater depth across the curriculum.	KS1 data shows an increase of pupils are working above ARE. Increased use of technology providing greater opportunities for children to demonstrate their knowledge and skills in the wider curriculum.
Disadvantaged children showing improved attainment in wider curriculum subjects	Disadvantaged children to have access to a wide range of planned experiences and resources that increase cultural capital. Children representing their progress on digital forums and showing high levels of engagement throughout the curriculum.
Effective system for tracking pupil premium attainment which enables rapid action to be taken to increase progress	Accurate tracking for pupils, with relevant next steps and small steps of progress celebrated.
Digital poverty gap closed between disadvantaged and non-disadvantaged pupils	Well trained staff will support children to have access to devices to support learning including apps and programs to present work, through interventions and classwork.

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: £9450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and support staff to receive CPD for school priorities of fluency in reading and teaching explicit knowledge.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term	5,6,7

<i>Teaching and support staff to receive training around the implementation of Rosenshine principles from John Adams.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development? https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?	5,6,7
<i>CPD for leaders from John Adams supporting teacher development</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	5,6,7
<i>Teaching and support staff to receive training on 'Our Regulation Zones' to support mental health and wellbeing</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development? https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_searchh&search_term	4
<i>All teaching staff to receive coaching as part of their CPD, based around Tom Sherringham's walkthroughs</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	5,6,7
<i>All teachers to receive 18 hours per year personal CPD time for personal development</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	5,6,7
<i>All support staff to receive 3 hours per year personal development time</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	5,6,7
<i>Support staff to receive CPD in specific support programs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5,6,7

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

Budgeted cost: £ 22595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tas to deliver small group interventions and tutoring</i> <i>Phonics</i> <i>Maths</i> <i>Reading</i> <i>writing</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,4,5
<i>Tas to deliver 1-1 targeted evidence based interventions for maths and reading</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,4,5,6
<i>Targeted speech and language interventions for children with careplans and who are identified through assessments</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3

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

Budgeted cost: £ 12615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resilience groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
<i>Draw and talk trained members of staff</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	4

<i>PE specialist to increase physical wellbeing linked to mental health and engagement and supporting behaviour.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
<i>Work of the family wellbeing and engagement leader working with families to support attendance and engagement with school and learning.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
<i>Support of supervision for staff in wellbeing roles.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	4
<i>Attendance procedures and employment of SEASS to support attendance</i>	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend	1

Total budgeted cost: £ 44660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past academic year, we have found that the number of disadvantaged children have increased.

As a school, we have used teacher assessments and end of Key Stage data to accurately measure progress for disadvantaged children, as well as assessments such as Benchmarking. We now have a clear picture of the gaps for our disadvantaged children, and have created an evidence based offer of interventions that are carried out by trained staff, with clear assessments to measure progress and suitability of the interventions.

We have successfully implemented a sports coach into our provision, and this has supported the physical and mental wellbeing of our disadvantaged students. We are being assessed for the Wellbeing Award for Schools in January having implemented the action plan over the last year. We have also widened our provision of wellbeing interventions.

We have implemented tighter attendance processes which has supported the attendance of disadvantaged children by building stronger relationships with parents. The improving picture for attendance is having a positive impact on attendance at interventions and this will have an impact on attainment.