

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	180
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Dec 24
Date on which it will be reviewed	October 2025
Statement authorised by	Louise Shields
Pupil premium lead	Claire McQuaid
Governor / Trustee lead	Cindy Yu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27 985
Recovery premium funding allocation this academic year	£0
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>	£27 985

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 disadvantaged 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	Attendance for pupil premium children is lower than non-PP children and the percentage of children who persistently absent is higher.
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	PSED assessments in Reception show that children are entering school with at a lower level in social skills and emotional regulation. This is more prevalent in disadvantaged groups.
5	Assessments show that there are fewer disadvantaged children working at greater depth across the curriculum, in comparison to their peers.

6	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.
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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
Lessons across the curriculum have a six phase approach focussed on the Rosenshine principles which scaffolds learning ensuring all children can access and master learning	Children know, can do and remember more. Planning, learning walks and books evidence the six stage approach to the lesson.
Attendance of disadvantaged children will improve, supporting improved attainment	Attendance for disadvantaged children will increase by 2025-26, showing no more that 1% gap between their peers. Percentage of Persistent absences to be reduced to below 10%.
<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 90% 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 90% 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.
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.

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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and support staff to receive training around the implementation of Rosenshine principles</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition/	2,3,5
<i>Implementation of self evaluation cycle to develop leaders in supporting teacher development linked to Rosenshine principles</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition/	2,3,5
<i>External CPD for leaders from supporting teacher development</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development/	2,3,5
<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/	2,3,5
<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/	2,3,5,6

<i>All support staff to receive 3 hours per year CPD time linked to Rosenshine principles</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?	2,3,5,6
<i>Support staff to receive CPD in specific support interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,5
<i>Speech and language strategy implemented to provide a consistent universal approach to speech and language development using 'Voice 21' whole school programme</i>	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	3
<i>Whole school attendance strategy based on Inclusive attendance practice with whole school clarity on roles and responsibilities</i>	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	1
<i>Use of I pads across the curriculum to provide cultural capital opportunities and enable greater accessibility across the curriculum.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	6

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

Budgeted cost: £ 10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs to deliver small group interventions Phonics Reading Speech and language Mental health and wellbeing</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5

<i>TAs to support identified children within core subjects (maths and English), with specific planning in place</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,5
<i>Qualified speech and language specialist TA delivers 1 to 1 and group targeted intervention</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3
<i>Highly trained designated TA to implement specific phonics interventions with regular assessment for progress</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
<i>Specialist speech and language TA provides CPD to teachers and TAs to ensure consistent approach to speech and language for targeted children.</i>	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	2,3,4

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

Budgeted cost: £ 8185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted children participate in small group ELSA wellbeing groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4

<p><i>Identified individuals participate in draw and talk or ELSA sessions to support emotional wellbeing and/or behaviour</i></p>	<p>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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4</p>
<p><i>Play therapist employed to provide higher level support of mental health intervention for targeted children</i></p>	<p>https://playtherapy.org.uk/our-background/#:~:text=PTUK%27s%20clinical%20evidence%20base%2C%20containing,that%20show%20a%20positive%20change.</p>	<p>4, 1</p>
<p><i>A lunchtime strategy around support for pupils including Continuous provision for the infant playground.</i></p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</p>	<p>1,4</p>
<p><i>The consistent implementation of the Zones of Regulation to support children with well being</i></p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p>	<p>4,1</p>
<p><i>Work of the family wellbeing and engagement leader working with families to support attendance and engagement with school and learning.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,4</p>
<p><i>Support of supervision for staff in wellbeing roles.</i></p>	<p>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</p>	<p>4</p>
<p><i>Implementation of robust attendance procedures and monitoring to ensure issues are identified and acted upon quickly. New partnership with the EWO Bexley service.</i></p>	<p>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</p>	<p>1</p>
<p><i>External consultant providing workshop for parents on supporting children's anxiety</i></p>	<p>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-</p>	<p>1,4,2</p>

	<u>learning-promoting-protective-factors-to-support-pupil-wellbeing</u>	
<i>Targeted focus group of parents to attend Family Matters, led by external consultant, bespoke programme on supporting their child's well being and attendance. External consultant has also trained our well being lead to deliver the programme for families identified as needing support.</i>	<u>https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</u>	1,4,6
<i>All children entitled to PP funding have opportunity to attend 1 term per year of an extra curricular after school club</i>	<u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</u>	5, 6, 7

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 have identified that PP children are achieving broadly inline with their peers in writing and maths at the expected level but are below their peers in reading. We have found that PP children working at a greater depth across many subjects is below their peers. In phonic 87% of PP children passed the Year 1 screen

We now have a clear picture of the gaps for our disadvantaged children, and have continued to increase our evidence based offer of interventions that are carried out by trained staff, with clear assessments to measure progress and suitability of the interventions. This includes the training of a speech and language Teaching Assistant. We have also introduced a whole school approach to speech and language named 'voice 21' looking at improving oracy in our school. We have also widened our range of wellbeing interventions.

Our Graduated approach to wellbeing support has allowed early identification of wellbeing needs for our disadvantaged children, with tools for them to support their own regulation.

We have implemented tighter attendance processes and developed a new partnership with the Bexley EWO 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.

Key Stage 1 Core Subject Outcome

Maths

Academic Yeargroup	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT TO EXCEL
	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	
Year 1 (8)				25% (2)	75% (6)			2% (1)			22% (11)	48% (24)	28% (14)		
Year 2 (8)				25% (2)	50% (4)	25% (2)			2% (1)		20% (10)	47% (23)	31% (15)		

Reading

Academic Yeargroup	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT TO EXCEL
	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	
Year 1 (58)				25% (2)	63% (5)	13% (1)		2% (1)			20% (10)	50% (25)	28% (14)		
Year 2 (57)				25% (2)	50% (4)	25% (2)			4% (2)		16% (8)	45% (22)	35% (17)		

Writing

Academic Yeargroup	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT TO EXCEL
	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	P-Scale	Below PoS	Below	WTS	EXP	GDS	Above PoS	
Year 1 (58)				38% (3)	63% (5)			2% (1)			20% (10)	66% (33)	12% (6)		
Year 2 (57)				25% (2)	63% (5)	13% (1)			6% (3)		12% (6)	57% (28)	24% (12)		

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

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils



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.