

# Barton St Lawrence CE Primary School Pupil Premium Strategy Statement and Report to Governors

## November 2023

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	St Lawrence CE Primary School
Number of pupils in school	195 (Census 2022)
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Julie Goodwin, Headteacher
Pupil Premium lead	Julie Goodwin, Headteacher
Governor lead	Eluned Ikin, Governor lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,335
Recovery premium funding allocation this academic year	£2,088
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£30,423</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Barton St Lawrence CE Primary School, all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or who are struggling to cope. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Of our 16 pupil premium children, 3 (19%) have identified special educational needs and 3 (19%) have EAL. 5 (31%) have been, or are, under the care of the Local Authority. In each case, we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and

small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme, particularly for EAL support.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Some pupils become disengaged;</b> they may not attend after school activities, holiday clubs or school visits. This can lead to friendship issues and social isolation. Pupil premium funding is used to ensure that no child shall miss out on extra-curricular activities due to restrictions on family finances.
2	<b>Some pupils have low self-esteem and/or poor mental health and well-being.</b> Pupil premium funding can be used to facilitate counselling or support from the school's Emotional Literacy Support Assistant (ELSA)
3	<b>Some pupils lack confidence;</b> they are reluctant to join in social games during playtime or participate in sporting events. Pupil Premium funds playground equipment and training of playground leaders aimed at including less confident pupils.
4	<b>Some pupils have low levels of concentration;</b> some pupils may struggle to concentrate in lessons because they are hungry. We make sure that fresh fruit and filtered water is available for all pupil sin class so that they can help themselves to refreshments throughout the day.
5	<b>Some pupils fall behind in class.</b> Pupil premium money is used to fund additional TA hours to facilitate small group intervention or 1:1 support for targeted children so that every child in school is able to achieve to the very best of their ability
6	<b>Some pupils have attendance issues or struggle to get to school on time.</b> Pupil Premium money is used to assist families by helping with travel expenses or child care costs in order to get children to school on time.

## 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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum by ensuring high quality teaching is	<p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p> <p>KS2 outcomes in 2024/2025 show that every pupil premium child makes above expected progress from their starting point in core subjects.</p> <p>KS2 outcomes show that attainment for disadvantaged pupils in R,W,M combined is at least in line with their peers</p>

effectively in place, alongside targeted interventions.	
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p> <p>Attendance Target of PP pupils - 95% (currently 94.3%)</p>
To increase the number of pupil premium children attending after school activities	Increased offer of free spaces for pupil premium children facilitates increased uptake for this group of pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>• the percentage of all pupils who are persistently absent being below 5% (currently 8.5%) and the figure among disadvantaged pupils being no more than 2% lower than their peers i.e. a target of 95%</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023 to 2024)** to address the challenges listed above.

**Funding Allocation: £30,423**

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding for additional Teaching Assistant hours to facilitate small group intervention support for targeted children who are behind their peers in reading, writing or maths (£10,000)  Cost of resources for small group interventions and additional curriculum resources for AGT pupils (£4,000)	Internal data and standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2,3,4,5,6

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

Budgeted cost: **£9,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of outside agencies to provide targeted support for vulnerable children e.g. behaviour support, counselling service, educational	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	4,5

<p>psychology service, EAL tutors (£4,500)</p> <p>Funding for targeted 1:1 support for pupil premium pupils who are off track (£5,000)</p>	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£6,923**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support towards the cost of school visits, holiday clubs and extra-curricular activities, music tuition, for pupils in receipt of Free School Meals (£2,500)	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Part Funding for Emotional Literacy Support Assistant and support for vulnerable children. (£3,000)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2,3,6
Part funding of school fruit scheme (£423)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues (£1,000).	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £23,643**

## 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 2022 to 2023 academic year.

In 2022-2023 we received a Pupil Premium Grant (PPG) of £24,325

Number of Pupils and Pupil Premium Grant (PPG) Received	
Ever 6 Free School Meals (FSM) Eligibility – 9 pupils @ £1385	£ 12,465
Children Adopted from Care – 3 pupils @ £2410	£ 7,230
Children in Care (Virtual HT)	£ 1,860
Service Children	£ 325
<b>Total Amount Received</b>	<b>£ 21,880</b>

#### Impact of Pupil Premium Funding

Impact is measured through regular discussion with targeted pupils and their parents, through pupil progress meetings in school and through teacher assessment. Provision may not always have an immediate impact but should be evident when measured over time. In July 2023, we had **14 Pupil Premium Children (including 1 late addition (DK))** in school. Three of these pupils have an Individual Education Plan (IEP) for a Special Educational Need (SEN) and four have English as an additional language (EAL)

#### Progress

Behind Personal Target					Meeting Personal Target					Ahead of Personal Target				
R	W	SPAG	M	Sc	R	W	SPAG	M	Sc	R	W	SPAG	M	Sc
1	2	2	1	0	11	12	11	11	13	2	0	1	2	2

#### Attainment

Below YGE					Met YGE					Exceeding YGE				
R	W	SPAG	M	Sc	R	W	SPAG	M	Sc	R	W	SPAG	M	Sc
5	5	6	3	3	6	8	6	9	10	3	1	2	2	1

#### Attendance

- Improved behaviour, punctuality and attendance of supported families
- Attendance across school and for FSM pupils is consistently better than national average

#### School Attendance Data

	SESSIONS MISSED DUE TO OVERALL ABSENCE		PERSISTENT ABSENTEES ABSENT FOR 10% OF SESSIONS		ABSENCE RATE FOR PUPILS ELIGIBLE FOR FSM	
	School	National	School	National	School	National
<b>2021-2022 191 pupils</b>	3.8%	6.3%	8.5%	17.7%	5.5%	
<b>2022-2023 195 Pupils</b>	4.6%	6.0%	7.2%	17.2%	5.7%	11.4%

## Health

- Health of pupils in school when compared to the national measure has improved significantly over recent years and is consistently in line with or better than national expectation

## School Health Data

**2021-2022** - Proportion of KS2 children who are overweight or living with obesity = 21% (national = 34%)

Report compiled by Julie Goodwin – November 2023

To be reviewed and published before December 2024