

Pupil Premium Strategy

Samuel Barlow Primary Academy

Rachael Travill

November 2021

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Samuel Barlow Primary Academy |
| Number of pupils in school | 262 |
| Proportion (%) of pupil premium eligible pupils | 40.08% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sarah Kahler Principal |
| Pupil premium lead | Rachael Travill Assistant Principal |
| Governor / Trustee lead | Louis Donald |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £142,360 |
| Recovery premium funding allocation this academic year | £12,180 |
| 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 | £154,540 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers.

We know and understand the challenges faced by our vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We use research conducted by the Education Endowment Fund (EEF) and recognised literature (such as 'Addressing Educational Disadvantage' by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

As recognised by the EEF, we know that 'good teaching is the most important lever schools have, to improve outcomes for disadvantaged students' and we are focused heavily on developing the quality of teaching through carefully planned CPD and a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider academy plans for education recovery, notably in our decision to create three smaller mixed-age classes in KS1 (Key Stage 1) and LKS2 (Lower Key Stage 2) and employ an extra teacher to enable high-quality teaching and provide targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. This approach has also enabled the teaching staff to work effectively in teams to share best practice.

Our approach will be responsive to familiar challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The key principles of our strategy:

- Promote an ethos of attainment for all – setting high aspirations and responsibility for raising attainment to all staff
- Provide high quality teaching across the academy which meets the needs of all pupils and with the focus on keeping up, not catching up
- Individualised approach to address barriers across all age groups
- Effective use of data with ongoing rigorous evaluation of pupils' attainment, challenges and needs

Challenges

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

| Challenge number | Detail of challenge |
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| 1 Parental engagement | <p>Discussions and surveys demonstrate that partnerships with families have been impacted since wider school reopening and that there is further work to be done to re-engage our families with learning. More intensive programmes for families in crisis. Parental engagement has a positive impact on progress; therefore, it is crucial to consider how to support and engage with all families to avoid widening attainment gaps, particularly with families whose experience of school has not always been positive.</p> |
| 2 Social Emotional and Mental Health | <p>The ability to form secure relationships, experience and regulate emotions, explore, and learn is essential for children to successfully engage in a school environment. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils and teacher/parent referrals for support have markedly increased during the pandemic particularly with Year 1 children as identified by Sherwood Area Partnership in July 2021. There has also been a persistently high number of safeguarding referrals and involvement from outside agencies where trauma has been evident which is impacting mental health of all age groups. This means that more children struggle to regulate their emotions, thoughts and behaviour which is a barrier to their learning.</p> |
| 3 Early Years – inequality starts before a child is born | <p><i>‘Good Early Years education is the cornerstone of social mobility’</i> Unlocking Talent, Fulfilling Potential DfE (Department for Education)</p> <p>Assessments for the current cohort illustrate that disadvantaged pupils are 100% below typical at baseline in: PSED, C&L, reading, writing, maths and understanding the world. Early language acquisition impacts on all aspects of non-physical development and contributes to the ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write. Therefore, the focus for our children needs to be on C&L and PSED primarily to enable development across the curriculum.</p> |
| 4 Low starting points – Oracy, reading and writing | <p>Assessments, observations, and discussions with pupils indicate that disadvantaged children typically have low starting points in all year groups, particularly in Oracy, reading and writing.</p> <p>These gaps begin before children start school and widen without tightly focused teaching and intervention. Speech, language, communication, and oracy: children struggle to demonstrate their understanding, explain their feelings, and ask questions, which can affect relationships, behaviour, the ability to learn and therefore educational outcomes.</p> |

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| | <p>Reading: extra efforts are required to provide children with extra practice and support from the beginning. Children who fail to learn to read early on start to dislike reading and they may fall behind, not just in their reading but in all subjects and a vicious circle develops. It also impacts their ability to read for pleasure which data consistently shows is strongly correlated with reading performance and is a mediator of gender or socio-economic status (PISA). Children from disadvantaged backgrounds often do not read at home and have limited experience of reading for pleasure. This must be a priority across the Academy and links with engaging families with learning.</p> <p>Writing: because of low baselines in speech, language, communication, oracy and reading, children struggle to write and therefore may become disengaged, falling further behind. PP boys do not engage as fully in writing lessons and need support with transcription as well as composition.</p> |
| 5 Providing effective feedback | <p>Assessments, observations, and discussions with pupils and staff indicate that some pupils have negative perceptions of themselves as learners and are therefore less engaged and find it difficult to take on board feedback. Pupils are usually aware of their strengths and weaknesses, but find it difficult to motivate themselves to engage in, and improve, their learning.</p> |
| 6 Attendance | <p>Over half of our pupils who are 'persistently absent' are disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |

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 |
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| <p>1 Parental engagement</p> <p>To establish and maintain improved relationships between families, teachers, and the Academy, so that parents are engaged with their child's education.</p> | <p>Positive relationships will be demonstrated by:</p> <ul style="list-style-type: none"> • Parent surveys and feedback, pupil voice and teacher observations • 100% engagement using Weduc and reading diaries as a link between home and school • Increased attendance at parents' evenings, parent workshops and Academy events, including parent groups such as the PTA • Homework re-established with a good level of participation focused on practical strategies to support learning at home • All teachers establishing good relationships with families and maintaining regular contact, particularly where there are concerns |
| <p>2 Social Emotional and Mental Health</p> <p>To achieve and sustain improved wellbeing for disadvantaged pupils so that they are ready to learn with increased resilience.</p> | <p>Sustained elevated levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant reduction in behaviour incidents • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>3 Early Years</p> <p>Improved outcomes in Early Years</p> <p>To ensure that all disadvantaged pupils perform in line with national expectations, with a focus on PSED, C&L, reading, writing and maths and understanding the world</p> | <p>Attainment in Early Years is good, and the following is in place:</p> <ul style="list-style-type: none"> • Rigorous use of assessment informs planning and interventions. • Early intervention and targeted support for the children who need it the most lay the foundations to be ready for school. • The systematic delivery of Read Write Inc is of the highest quality and children make rapid progress. Swift intervention is put in place to ensure that any children who are at risk of falling behind keep up. This leads to all children being on track by the end of F2. • The curriculum offers rich opportunities to develop pupils' understanding of the world (people and communities and the world), including educational visits and visitors into school to widen real-life experiences. |
| <p>4 Low starting points in speech, language, communication, and oracy, reading and writing</p> <p>To ensure that all disadvantaged pupils perform in line with national expectations in PSC, reading and writing</p> | <p>A clear oracy pathway, beginning in Early Years, with robust vocabulary instruction will ensure that language comprehension facilitates independence so that children do not opt out; they have increased self-esteem and a better sense of belonging.</p> <p>Reading is prioritised throughout the Academy, all children access high quality books (decodable, book band, RfP and our reading spine). All teachers take part in regular data discussion meetings with the reader leader, English lead and Raising Standards Lead will</p> |

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| | <p>focus on what is being done to close the gap and ensure targeted support is in place.</p> <p>Data in KS1 shows pupils making accelerated progress through Read Write Inc and all children are supported to achieve 'Working at' in the PSC and ARE in KS1 Reading SATs by the end of Year 2. This will be achieved by:</p> <ul style="list-style-type: none"> • Effective training and coaching to enable staff to deliver the RWI phonics programme to the highest standard. • Daily reading at home and in school. • Reading workshops and packs for families will ensure that adults at home know the best way to support their children. <p>Data in LKS2 shows pupils making accelerated progress through a carefully planned recovery curriculum in English. This will be achieved by:</p> <ul style="list-style-type: none"> - Effective training and coaching to ensure teachers become expert teachers of reading and all teaching of English is good or better, with reciprocal reading being the focus for whole class teaching. - High quality 1:1 and small group phonics interventions lead to accelerated progress for children in the initial stages of reading. <p>Data in UKS2 shows pupils making accelerated progress. This will be achieved by:</p> <ul style="list-style-type: none"> - Effective coaching to ensure teachers become expert teachers of reading and all teaching of English is good or better - High quality interventions and booster classes lead to accelerated progress for target children. <p>Writing outcomes show accelerated progress so that all children achieve ARE. This will be achieved by:</p> <ul style="list-style-type: none"> • Combining the focus on Oracy and experience of quality texts in the reading spine, the Talk for Writing approach is embedded across the Academy. • The expectation that all children will be able to write confidently, in a range of contexts, and share information and ideas in an appropriate way for the audience. • Regular and careful opportunities for children to write at length across the curriculum, with a clear audience and purpose and application of skills taught in English. |
| <p>5 Providing effective feedback</p> | <p>Effective feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Careful thought is given to how pupils receive feedback.</p> |

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| | Teachers implement strategies that encourage learners to welcome feedback, and monitor whether pupils are using it. |
| 6 Attendance To achieve and sustain improved attendance by disadvantaged pupils. | Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished. • The percentage of all pupils who are persistently absent being in line with or below their non-disadvantaged peers. |

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: **£79,300**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Annual PiXL membership and the Raising Standards Lead ensures that there are robust systems in place for assessment, which follow the Trust-wide assessment calendar. The RSL (Raising Standards Lead) analyses progress data and identifying areas for action as well as supporting teachers with the effective use of data to inform teaching. Regular data discussions, with a focus on disadvantaged pupils, ensure that all children make expected progress or better. Appropriate PiXL strategies are selected to support teaching and interventions.</p> | <p>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.</p> <p>EEF Gathering and interpreting data EEF Diagnostic assessment tool</p> | <p>3, 4, 5</p> |
| <p>CPD linked to improving practice around the quality of interaction in EYFS (Early Years Foundation Stage) and KS1:</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | |

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| <p>- Training on the effective use of EExaT assessment system to assess and record quality observations.</p> <p>- Early Excellence CPD: programme of webinars designed to upskill teams in best practice so that all children receive quality first teaching in Early Years and KS1</p> <p>Walkthrus CPD on effective teaching approaches to ensure QFT (Quality First Teaching) for all pupils in every lesson to maximise progress.</p> | | |
| <p>Development of a Coaching Champion to lead on creating a coaching culture.</p> <ul style="list-style-type: none"> • Coaching champion will be trained to implement coaching strategies as a key method for CPD across the school. • Teachers will consider what areas of practice they wish to develop further. <p>Key groups (PP, WB boys FSM6 etc) will be a focus when developing practise.</p> | <p>Effective teacher coaching leads to conditions that underpin school improvement.</p> <p>https://www.visiblelearningmetax.com/influences/view/coaching</p> | <p>3, 4, 5</p> |
| <p>Trust senior leaders – Oracy and English Team Improvement Plan:</p> <p>Development of a clear progression for communication and oracy skills development and a</p> | <p>There is a compelling 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>EEF Oral language interventions</p> <p>The reading framework - Teaching the foundations of literacy Section 2: Language comprehension</p> <p>The Reading Framework Section 2: Language Comprehension</p> | <p>3, 4</p> |

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| <p>strategy for the teaching of vocabulary so that teaching is good or better and pupil progress is accelerated. Create an overall pathway of communication support for children who do not reach expected milestones so all children can make good progress.</p> | | |
| <p>Purchase of Ruth Miskin training package to secure stronger phonics teaching for all pupils so that all children make good or better progress and meet the aspirational targets set. - Annual Online Subscription - 1 Development Day - 3 Remote Progress Meetings Progress meetings ensure that children are tracked carefully and targeted, with expert advice from a consultant on the best approaches and strategies so they make good progress.</p> | <p>Phonics approaches have a compelling evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 4 |
| <p>Talk for Writing CPD from an AST within the Trust The development of a clear plan for cross-curricular writing, which applies taught skills, to ensure writing</p> | <p>Purpose and audience are central to effective writing. Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility. EEF Literacy KS2 (Key Stage 2)</p> | 4 |

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| <p>opportunities impact on children's attainment positively through an engaging curriculum</p> <p>English lead time and CPD to ensure this is implemented throughout the Academy and monitored carefully to ensure rapid progress for all children.</p> | <p>Talk4Writing Review of related research</p> | |
| <p>Spelling Shed and TT Rockstars to promote engagement in the key skills of spelling and times tables with homework club provided to enable access for all, where disadvantaged children are invited to attend to ensure they benefit from the extra sessions.</p> | <p>EdTech impact EEF Homework</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> | 1, 4 |
| <p>Improve the quality of social and emotional learning.</p> <p>SEMH training programme with Sherwood Area Partnership to support staff in enabling children to be ready to learn:</p> <ul style="list-style-type: none"> • Support for trainees / ECTs / RQTs on behaviour management • Whole staff CPD sessions on: Trauma-informed approach, ADHD training, Zones of regulation <p>Continued support from</p> | <p>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):</p> <p>EEF Social and emotional learning</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF Behaviour interventions</p> | 1, 2 |

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| <p>the behaviour lead, SENDCO and Family Support Worker to share best practice with teachers, including Emotion Coaching, to ensure children are ready to access learning and teachers feel supported.</p> | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,300

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
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| <p>Purchase of a programme – NELI (Nuffield Early Language Intervention) - to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills to make accelerated progress in EY / KS1 to ensure the gap is closed early.</p> | <p>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: EEF Oral language interventions</p> | <p>3, 4</p> |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Reader leader and English lead to work with RWI consultant to target children for intervention and track progress carefully to ensure impact.</p> | <p>Phonics approaches have a robust 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: EEF Phonics</p> | <p>4</p> |
| <p>Using a highly-skilled TA (teaching assistant) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic, with a focus on phonics, early reading and reading catch-up. A considerable proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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: EEF One to one tuition And in small groups: EEF Small group tuition RWI Phonics Fast Track Tutoring Fresh Start Fast Track Tutoring Ruth Miskin research and evidence</p> | <p>4</p> |

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

Budgeted cost: **£28,200**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Rainbow Room / ELSA (Emotional Literacy Support Assistant) Emotional Literacy support ensures that children can increasingly self-regulate to be able to access learning opportunities. Enable children to access SEMH support to understand how they can use the zones of regulation.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions</p> <p>Effectiveness of ELSA in schools: ELSA report</p> | 2 |
| <p>Family Support Worker This role ensures that vulnerable pupils such as those requiring CP, CHIN, EHAFs (Early Help Assessment Form) and early help gain the specialist support required to keep them safe, Vulnerable families receive the support required to ensure the well-being of our pupils and to improve their outcomes. 19 PP pupils / their families are currently receiving support on levels 2/3/4 of the pathway to provision.</p> | <p>Parentkind Break down homeschool barriers using Family-Support Worker</p> | 1, 2 |
| <p>Robust system for monitoring effectiveness of provision for SEND (Special Education Needs Disability) pupils and pupils with a behaviour support plan. A sizable proportion of these pupils will be disadvantaged, including those who are high attainers. SENDCO and behaviour lead time to ensure that all children can access learning and make the expected progress.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions</p> | 2, 3, 4 |
| <p>Over four terms sustainably embed the Take Five at School Whole School Resilience Programme – Take Five Champions lead time to help students reduce stress and have greater capacity in school, with peers, and at home. To improve academic achievement, feeling safe and well, self-behaviour and personal development, with a focus on</p> | <p>Take Five benefits</p> | 2 |

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| disadvantaged pupils taking part to be ready to learn and more resilient. | | |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Contingency fund for acute issues. | 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: £142,360

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.

Our internal assessments during 2020/21 for the end of KS2 suggested that the performance of disadvantaged pupils was higher than in the previous three years in key areas of the curriculum, both in terms of attainment and progress. The engagement of our KS2 pupils, particularly our Y6 pupils, in remote learning was impressive and therefore they continued to make progress throughout the year.

Our internal assessments during 2020/21 for the end of KS1 suggested that the performance of disadvantaged pupils was lower than in the previous three years in key areas of the curriculum, both in terms of attainment and progress.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which included daily live lessons, effective use of our home-school platform and was aided by use of online resources such as those provided by Oak National Academy. Close monitoring of our remote provision showed that, despite every attempt to provide the best possible bespoke curriculum, laptops and hub places, remote learning was not as effective for our younger children as our older pupils. As a result, these year groups feature heavily in our 2021 strategy for these pupils to make accelerated progress over the next three years.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. An intensive programme of CPD was provided for all academy staff, which had a significant impact. The 2021 strategy shows how we will continue to build on this.

Service pupil premium funding (optional)

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | Provided a dedicated teaching assistant to support the emotional wellbeing and academic achievement of service children. Pupils took part in the Little Troopers at School Virtual Roadshow to explore some of the unique challenges they experience as members of the British Armed Forces community and to celebrate what it means to be a 'Little Trooper.' |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided. |