Pupil premium strategy statement

2023-2024

Part of **Diverse Academies**

Pupil premium strategy statement

School overview

Detail	Data
School name	Samuel Barlow Primary Academy
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	34.43%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Gareth Letton
Pupil premium lead	Sarah Kahler
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,860
Recovery premium funding allocation this academic year	£0
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	£133,860

Part A: Pupil premium strategy plan

Statement of intent

Our intention for our Pupil Premium impact 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 accelerated 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 and be professionally curious to avoid any assumptions
- 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
1	**Communication and language** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In September 2022, 80% of our Nursery cohort entered our setting with below typical levels in communication and language. On entry to Reception class in the last 3 years, at least 65% of our disadvantaged pupils arrive with levels below age typical expectations in communication and language. Research indicates that there is a correlation between pupils' spoken language skills and their academic outcomes, social development and emotional development, making communication and language our main priority.
2	**Phonics and early reading** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their development as readers. The majority of our disadvantaged children in Year 2 are currently not meeting the standard in phonics. 60% of our disadvantage children in Year 1 are currently not on track to achieving the phonics threshold. This continues past Year 2 as once pupils are able to decode accurately and with automaticity, there needs to be a greater focus upon fluency.
3	**Writing** KS2 progress and attainment outcomes show that the greatest attainment gap for PP pupils is in writing (FSM6 / Non FSM6 61% gap) Pupils' accuracy and automaticity in transcription are not secured by lower key stage 2, so that older pupils are less able to pay attention to the higher-level processes of composing, planning, writing and revision.
4	**Maths** Assessments indicate that current maths attainment in Key Stage 2 among our disadvantaged pupils is below that of our non-disadvantaged children (FSM6 / Non FSM6 50% gap). This is also evident through internal assessments throughout key stage 2. Reasoning, problem solving, and mathematical thinking are particular challenges and conversations with disadvantaged pupils across school show there are gaps in understanding of foundational number concepts.
5	**Social, emotional and mental health** Our assessments, observations and discussions with pupils, staff and families indicate that social and emotional issues are a challenge for many of our pupils, in particular, for many of our disadvantaged pupils. The lack of social and enrichment opportunities during school closures is still affecting our pupils significantly. There has also been a persistently high number of safeguarding referrals and involvement from outside agencies where trauma has been evident which impacts the mental health of all age groups. 40 pupils, 60% of whom are disadvantaged, currently access targeted support (pre-emptive & responsive) from either within school or from external agencies.

	This means that more children struggle to regulate their emotions, thoughts and behaviour, which is a barrier to their learning.
6	**Attendance** Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress for certain pupils, particularly in reading, writing and maths.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Year 1 Phonics Screening Check outcomes increase each year and in 2024 / 25 show that more than 75% of disadvantaged pupils met the expected standard. KS1 reading outcomes increase each year and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. KS2 reading outcomes increase each year and in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • Reaching the whole academy target for attendance of 97% • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 5%.

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: £33,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL and Raising Standards Lead Annual PiXL membership Trust-wide assessment calendar CPD time for staff gathering, interpreting and utilising data effectively Leadership time for Raising Standards Lead to coach teachers on effective use of assessment data CPD time for Raising Standards Lead to support use of Achievement Teams to discuss and agree how achievement can be raised and barriers overcome for the learners for whom they are responsible.	https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf Gathering and interpreting data to identify priorities https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf Resource to support teachers and leaders to utilise diagnostic assessment to support teaching. https://www.ascd.org/books/achievement-teams?chapter=praise-for-achievement-teams "While many schools have established professional learning communities (PLCs), not all are realizing their potential due to unclear purpose, lack of trust among members, having no established protocols, or meetings that focus on trivial matters. *Achievement Teams* offers practical and proven strategies and tools to overcome these failings so that PLCs can achieve their ultimate purpose of enhancing student learning."	1, 2, 3, 4, 5

PiXL Oracy package PiXL membership and attendance at conference CPD time for staff on Character Development Programme: Communication Time to assess children on Oracy progress mats half termly Time to plan Oracy opportunities throughout curriculum	The EEF's guidance reports Preparing for Literacy Improving Literacy in KS1 and Improving Literacy in KS2 each begin by emphasising the importance of developing pupils' speaking, listening and communication skills. PiXL Oracy package will provide support to: • Ensure oracy is **planned** and **purposeful** • Is threaded **throughout** our curriculum • Know which oracy **skills** our pupils are being taught • **Prioritise** the communication within interactions • **Monitor** the standards of children's verbal answers	1, 5
Read Write Inc INSET CPD for the teaching of phonics All teachers of phonics will have access to the Ruth Miskin Portal training pathways to ensure quality first teaching of early reading in all groups Regular leadership time for early reading lead to implement practice and coaching plan RWI development days and data meeting with consultant Leadership time for Raising Standards Lead to hold regular data discussions with early reading lead to ensure good progress and provide challenge	Phonics | Toolkit Strand | Education Endowment Foundation | EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Improving Literacy in KS1 Effectively implement a systematic phonics programme, considering: • Training • Responsiveness • Engagement • Adaptations • Focus	2

Embed the Fast Learning strategy across key stage 2 to develop functional accuracy and fluency in core knowledge and skills in English and maths Develop an age-appropriate system of Fast Learning for key stage 1 CPD time for training on Fast Learning approaches Embed Fast Maths and times tables strategy Implement paired reading Implement fluent reading intervention Leadership time to quality assure and support to maximise impact	https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english The importance of foundational knowledge for spoken language, reading and writing https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english Pupils who can decode accurately but cannot do so quickly will not progress towards reading confidently beyond sounding out words in texts. Fluent word reading frees up children's working memory to focus on comprehension. To develop fluency, children need repeated practice. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103991/TLIF_Evaluation_Edison_Learning_s_National_Association_of_Head_Teachers_Aspire_project.pdf The three strategies comprised in Fast Learning are designed to help every learner acquire speed of recall of addition and multiplication facts, fluency in transcription and reading efficiently, in ways that they will find motivating, promote a growth mindset and, most importantly, create more time and opportunity to engage with the concepts and ideas in maths, texts and written communication.	2, 3, 4

Establish and embed a clear pathway for the teaching of writing Alex Quigley Closing the Writing Gap CPD Action plan for improving writing across school based around 7 steps to close the writing gap Re-focus upon securing transcription skills in key stage 1 and lower key stage 2 Maximise the use of Spelling Shed for teaching spelling Time for focused support for teachers to plan and deliver excellent writing lessons Leadership time to quality assure and support to maximise impact	https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. Improving Literacy in KS1 Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling Improving Literacy in KS2 Develop pupils' transcription and sentence construction skills through extensive practice	3
Sustain teaching for mastery in Maths Continue working with East Midlands East Maths Hub Sustaining Workgroup to develop good practice Ensure that new staff have the same understanding of the most effective pedagogical strategies Key staff to attend Subject Knowledge Training for Maths (ECTs, TAs, EY Teachers)	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/ All teaching for mastery is based upon these 5 Big Ideas which is evidence based research informed practice – teachers need effective understanding of this Improving Mathematics Teaching https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ A belief that ALL children can learn mathematics is key to ensuring that lessons are planned effectively. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Staff knowledge imperative in securing potive outcomes for children	4

Create a culture of continuous improvement through use of coaching and IRIS Connect Key staff to attend CPD Power of Coaching / Advanced Power of Coaching Time for Coaching Champions to work with teams Teaching and Learning Lead to support use of IRIS throughout school	https://www.theconfidentteacher.com/2014/01/dylan-wiliam-every-teacher-can-improve/ 'I think the only way that we can improve teacher quality is to create a culture of continuous improvement.' Dylan William https://blog.irisconnect.com/uk/coaching-for-teachers https://blog.irisconnect.com/uk/blog/eef-report-evaluating-the-impact-of-iris-connect Developing classroom dialogue and formative feedback through collective video reflection	1, 2, 3, 4

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

Budgeted cost: £43,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launchpad for Literacy Launchpad team – English lead, early reading lead, EY lead attend CPD Identify specific pupils to identify and close specific gaps Cover for early reading lead and EY lead to visit school to see Launchpad in action Leadership time for Launchpad team to focus on team improvement plan	https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english Developing spoken language - including vocabulary - is essential for the academic progress of all children, and especially for those from disadvantaged backgrounds. Launchpad for Literacy is a systematic, skill-based approach, enabling schools to: • improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up.' • identify and close specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. • identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and 'Quality First Teaching.'	1, 2

	• have a greater level of diagnostic capability, establishing reasons and solutions to underpin informed interventions when literacy acquisition is problematic.	
Read Write Inc. one-to-one tutoring Early reading lead to train teaching assistants in Phonics Fast Track Tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. The Fast Track Tutoring handbook provided a highly structured approach for staff to follow. It is for children who are making slower progress in their reading and need extra daily practice in reading sounds and words.	2

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

Budgeted cost: £56,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the family support advisor Develop relationships with parents and the community to establish proactive support that meets the needs and is preventative as well as reactive Support the promotion of attendance through analysis and relationships with families and agencies to ensure that all children create habits for life in attending so that days lots learning are limited. Promote positive SEMH strategies based on the needs within our community – Solihull training and Attachment aware and Trauma Informed Training	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Family support worker able to provide / signpost more sustained and intensive support where needed https://www.gov.uk/government/publications/working-together-to-improve-school-attendance The roles and responsibilities of parents, schools, trusts, governing bodies and local authorities. The support that should be provided to families, including for pupils who are persistently or severely absent or at risk of becoming so. https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff	5, 6
Effectively work with parents to support children's learning Critically review how we work with parents and establish a plan to improve Provide practical strategies to support at home	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents There is an established link between the home learning environment at all ages and children's performance at school. For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective.	1, 2, 3, 4, 5, 6

Enrichment opportunities- after school/trips Develop a comprehensive curriculum enrichment calendar to ensure that all pupils have the full range of experiences they deserve Ensure all enrichment activities are accessible to all pupils, particularly disadvantaged pupils Carefully monitor the impact on attainment of any approaches	EEF The impact of non-cognitive skills on outcomes The evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	5
Breakfast Club Ensure every child has access to breakfast at the start of the academy day through bagel provision. Ensure all children who are Pupil Premium and need access to childcare before school can access breakfast club – this improves attendance	https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools Importance of children not being hungry so they are ready to learn.	5, 6

Total budgeted cost: £133,860

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 the academic year 2022-2023, our children continued to be significantly affected by Covid 19 and our strategy was focused around closing gaps and addressing social, emotional and mental health needs, with a focus on our disadvantaged children. Much work was completed in ensuring that the needs of our children were identified robustly.

One of our primary objectives for the year 2022-2023, was to continue positive relationships between families, teachers, and the Academy, so that parents are engaged with their child's education. This has been successful and now 96% of families are connected to and interact with Weduc where teachers share learning daily and there has been increased, positive engagement in Academy events, including parents' evenings and 'Share the Learning' events. A communication plan for 2022/23 was used in conjunction with the expertise of Marketing and the strategic vision of the academy to enhance the communications shared to raise the profile of the academy.

An important part of our work has been to achieve and sustain improved wellbeing for disadvantaged pupils so that they are ready to learn with increased resilience. In January 2022, Ofsted stated that pupils' personal development is high on leaders agenda and this continues with the introduction of residential events for children in Key Stage 2 and adventurous outdoors visits to the Seaside for Key Stage 1. Pupils are taught about the characteristics that will help them to become positive citizens, such as resilience, respect and teamwork. Pupils value kindness. One pupil said: 'It's important to be kind to everyone.' Pupils have opportunities to express their kindness by contributing to their community and there are strong links with local care homes and Clipstone Parish Council.

In terms of improving outcomes in Early Years, we have ensured that 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. 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. Further work is needed to target the key areas of reading, writing and maths to ensure more children achieve GLD.

Communication and language continues to be a high priority and whilst work on this has started in the academic year with the implementation of Launchpad to Literacy.

The National Tutoring Programme funding was used but the impact of this was minimal and the cost to schools has been increased this for the coming year therefore this has been removed from plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power maths	Pearson
Times Tables Rockstars	TTRS
Mathletics	3P Learning
Spelling Shed	EdShed
STAR Reader and Accelerated Reader	Renaissance Learning
Launchpad for Literacy	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children whose parents serve in the armed forces have a named mentor and regular opportunities to meet with them.
What was the impact of that spending on service pupil premium eligible pupils?	Children feel well supported and have used this to access other services through signposting from key members of staff where other areas of need have been identified.

Further information (optional)

N/A