

## 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	Barton St Peter's
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	29.69% (77 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22 22/23 <b>23/24</b>
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Termly (in line with governor monitoring)
Statement authorised by	Adeline Brack
Pupil premium lead	Robert Wilson
Governor / Trustee lead	Megan Dent

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,105
Recovery premium funding allocation this academic year	£ 2646
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 103,751

# Part A: Pupil premium strategy plan

## Statement of intent

*"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." Matthew 5:16*

We want to ensure that all of our children are given equal opportunity to achieve our school vision and to let their light shine, in whichever direction they choose. This success can be wide ranging, from a sporting pursuit, to the achievement of a school leadership role or academic success. Through promoting emotional well-being and positive attendance, we ensure equality of opportunity for all our pupils. We know that our curriculum is a fantastic offer and we want all our pupils to have equal access to it. Through well-planned intervention opportunities, we aim to continually narrow gaps in attainment to ensure that disadvantage does not impact on pupil achievement; we want all our pupils to succeed. Further to this, our extensive range of wider opportunities, including trips and visits, (subsidised for pupils in receipt of the pupil premium grant) aim to broaden horizons and deepen understanding of our curriculum.

### **Our ultimate objectives are:**

- To continue to narrow the attainment gap between disadvantaged and all pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress levels.
- To continue to improve attendance of pupil premium pupils so that it is at least in line with all pupils nationally.
- To provide structured pastoral care to support children's emotional health and well-being to ensure that they can access our curriculum at the appropriate level.
- To provide a high level of care for families in need of support, through informal and formal processes (where required).

### **We will achieve this by:**

- Ensuring all teaching and learning opportunities are at least good or better
- Employ teaching assistants to run intervention opportunities to support pupils to catch-up on missed learning across the curriculum.
- Providing targeted pastoral 1:1 sessions for pupils in need of emotional well-being support.

- Subsidising a range of wider opportunities and experiences to ensure equal access for all pupils.
- Provide access to a full range of extra-curricular clubs
- Managing a graduated attendance system to support all families.
- Provide access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities
- Employ a skilled pastoral manager to support families in need.

## Challenges

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

Challenge number	Detail of challenge
1	For many pupils, on entry language and communication skills are below expected standards.
2	For many pupils, access to a positive reading culture and easy access to a wider range of literature is limited.
3	Significant numbers of children eligible for the pupil premium grant have other additional needs (for example 27% on SEND register).
4	For many pupils, poor emotional well-being and home circumstances present a barrier to learning in school.
5	For many pupils, access to additional opportunities and wider experiences are limited.
6	For some pupils, access to education over the last 24 months was limited due to the impact of Covid-19 (enforced school closures, illness and self-isolation).
7	For a small number of pupils, attendance is low; for others, good attendance is reliant on significant support from school.
8	For many pupils aspirations for lifelong learning and employment within the family and wider community are low.
9	For some of our families, issues within the community (such as misuse of drugs, poor mental health and domestic abuse) pose challenges on attendance and full access to education.
10	For some of our families, there are poor levels of literacy in the home.
11	For some of our families, access to technology is limited.
12	The increase in the cost of living (Autumn '22) will bring significant challenges for many of our families and hardship for some.

## 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
<p>Continue to improve rates of progress so that all pupils make or exceed nationally expected levels of progress in the EYFS.</p>	<ul style="list-style-type: none"> <li>- All teaching and learning is at least good across the curriculum.</li> <li>- 'In the moment' interventions target need, are quick and timely</li> <li>- Use of tapestry for razor-sharp assessment and next steps</li> <li>- Small ratios: additional EY practitioner and support staff to promote talk, conversation and understanding.</li> <li>- Phonics from day one! (In small group ratios.)</li> <li>- 1:1 phonics catch-up sessions</li> <li>- Successful introduction and use of new EYFS assessment system</li> </ul>
<p>Continue to improve rates of progress so that all pupils make or exceed nationally expected levels of progress across KS1 and KS2.</p>	<ul style="list-style-type: none"> <li>- Teaching and learning is at least good across the curriculum.</li> <li>- Well-planned cross-curricular opportunities to deepen understanding.</li> <li>- Reading-rich curriculum</li> <li>- Well-planned, timely intervention opportunities to close the gaps, such as paired reading and precision teaching activities</li> <li>- Termly pupil progress meetings to support and challenge colleagues</li> <li>- Learning to read / reading to learn curriculum fully embedded</li> <li>- Support children with accessing learning material at home through technology</li> </ul>
<p>Continue to maintain good levels of attendance and reduce persistent absenteeism.</p>	<ul style="list-style-type: none"> <li>- Graduated attendance system supports parents early to improve attendance (X5 steps)</li> <li>- Regular meetings with Deputy Head and Pastoral Manager to review</li> </ul>

	<p>attendance and plan appropriate next steps</p> <ul style="list-style-type: none"> <li>- In school weekly rewards system for 100% attendance</li> <li>- Liaison with external agencies, where appropriate, e.g. EWO</li> </ul>
Increase levels of parental engagement in education.	<ul style="list-style-type: none"> <li>- Senior staff on the gates everyday</li> <li>- Teaching staff on the doors everyday</li> <li>- EYFS weekly stay and share</li> <li>- Employment of pastoral manager to provide informal and formal support</li> <li>- Termly open classrooms- end of unit showcase.</li> <li>- Parent workshops</li> </ul>
Improve levels of motivation and aspirations of pupils.	<ul style="list-style-type: none"> <li>- 1:1 sessions from pastoral manager</li> <li>- 1:1 pastoral sessions from TA3</li> <li>- Careers lessons in every termly topic</li> <li>- Aspirational adults planned in as part of every topic, e.g. sportspersons, artists, authors, musicians etc.</li> <li>- Rigorous spiral curriculum (PSHCE)</li> <li>- Wider experiences every term, such as trips, visits and visitors</li> <li>- Locality links and visits for every topic</li> <li>- Diversity library and planned visitors, e.g. Islam Day</li> </ul>
Improve progress of pupils of reading and continue to instil in pupils a positive reading culture	<ul style="list-style-type: none"> <li>- Successful introduction of library ambassadors</li> <li>- Promotion of 3 reads in school through weekly prize winners</li> <li>- Promotion of STAR time</li> <li>- Recommended read book marks used across the school</li> <li>- Book in a Box termly competition</li> <li>- Me as a Reader activities</li> <li>- Daily story time in every class</li> <li>- EYFS family story time – stay and share</li> <li>- Paired reading intervention</li> <li>- Intensive 1:1 phonics catch-up sessions</li> <li>- Reading-rich curriculum – high quality texts are the centre</li> <li>- Parent survey</li> </ul>

	<ul style="list-style-type: none"><li>- Support with accessing online learning resources at home.</li></ul>
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## 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: £29, 098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to National College staff CPD	<ul style="list-style-type: none"> <li>- Over 400,000 users. Rated 4.7 stars out of 5. Trusted by thousands of primary, secondary &amp; special, international schools &amp; trusts.</li> <li>- Wide range of CPD opportunities, accessible remotely, tailored to meet needs of school, including contextual safeguarding, and SEND</li> <li>- National College offers a personalised approach to CPD and can offer enhanced training to address gaps in staff subject knowledge and understanding.</li> </ul>	1, 2, 3, 4
Subscription to Reading Plus programme in UKS2.	<ul style="list-style-type: none"> <li>- Reading Plus produces 2.5 years of growth in just 60 hours of personalised instruction.</li> <li>- This programme identifies the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension significantly.</li> <li>- The programme provides effective diagnosis of reading difficulties, which is crucial in identifying possible solutions, particularly for older struggling readers.</li> <li>- The rich variety of fiction and non-fiction material ensures all pupils are excited about reading and can make choices.</li> </ul>	2, 6
Release time for phonics lead to provide daily (X 30 minutes) CPD opportunities to ensure phonics is rigorous, systematic and consistently taught in all areas	<ul style="list-style-type: none"> <li>- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>- The teaching of phonics should be explicit and systematic to support children in making connections</li> </ul>	1, 2, 6

	<p>between the sound patterns they hear in words and the way that these words are written.</p> <ul style="list-style-type: none"> <li>- Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</li> <li>- Synthetic phonics approaches have higher impacts</li> <li>- Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</li> </ul>	
1:1 early reading (phonics) catch up	<ul style="list-style-type: none"> <li>- The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> <li>- Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</li> <li>- Synthetic phonics approaches have higher impacts</li> <li>- Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</li> </ul>	1, 2, 6
Termly curriculum planning meetings	<ul style="list-style-type: none"> <li>- Dedicated, protected time to develop termly curriculum planning in line with new Ofsted guidance.</li> <li>- Cross-curricular learning deepens understanding and makes learning exciting and relevant.</li> <li>- With protected time, teachers are able to plan, sequence and organise learning so that it has the greatest impact on pupil progress and attainment.</li> <li>- Through dedicating time to curriculum development, positive staff well-being ensures the strongest possible outcomes in learning.</li> </ul>	1, 2, 3, 5, 6



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

Budgeted cost: £43, 352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Early Years Practitioner and support staff to quickly improve early years literacy with a specific focus on speaking and listening opportunities through smaller group ratios	<ul style="list-style-type: none"> <li>- On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</li> <li>- Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</li> <li>- Frequent sessions (3 times a week or more) over a sustained period (half a term to a term) appear to be most successful.</li> <li>- Smaller classes allow teachers to teach differently – for example, having higher quality interactions with pupils.</li> <li>- Teachers can work more intensively with smaller groups of pupils, thus aiding progress in oral language development.</li> </ul>	1, 6, 10
Speech and Language Therapy	<ul style="list-style-type: none"> <li>- On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</li> <li>- Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</li> <li>- One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</li> <li>- For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported.</li> </ul>	1, 3
Additional time (am) for teaching assistants to run targeted interventions (paired	<ul style="list-style-type: none"> <li>- Targeted deployment, where teaching assistants are trained to deliver an intervention to small</li> </ul>	1, 2, 6

<p>reading and precision teaching) and provide 1:1 feedback opportunities</p>	<p>groups or individuals has a high impact</p> <ul style="list-style-type: none"> <li>- Up to six additional months of progress can be achieved over a 6-10 week period.</li> <li>- Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period</li> <li>- Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</li> <li>- Feedback can be effective during, immediately after and some time after learning.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40, 952

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Whole-school attendance strategy (graduated approach) led by DHT and pastoral officer</p>	<ul style="list-style-type: none"> <li>- Attendance at 97% or above leads to high levels of progress and attainment.</li> <li>- We know that our curriculum is a good offer and we want all of our pupils to access it.</li> <li>- Good attendance leads to improved aspiration for pupils and families</li> </ul>	<p>7, 9</p>
<p>Subsidised trips and visits</p>	<ul style="list-style-type: none"> <li>- Trips and visits deepen knowledge and understanding of the curriculum through bringing learning to life, making it exciting and relevant</li> <li>- Visits broaden horizons and encourage pupils to see beyond their community</li> <li>- Trips and visits give opportunities for teaching safety in the community through locality visits and drawing on local history and culture</li> </ul>	<p>1, 5, 8, 12</p>
<p>1:1 targeted pastoral sessions to support health emotional health and well-being, self-management and</p>	<ul style="list-style-type: none"> <li>- Tailored support and targeted interventions have positive overall effects (+ 4 months).</li> <li>- Behaviour interventions can produce moderate to good improvements in academic performance along with</li> </ul>	<p>4, 6, 12</p>

positive behaviour for learning	<p>a decrease in problematic behaviours</p> <ul style="list-style-type: none"> <li>- Social and emotion interventions are often highly successful and prevent escalated behaviour, disruption to others and risk of isolation or exclusion</li> <li>- Approaches which focus on self-management are associated with the greatest impact.</li> </ul>	
1:1 targeted pastoral sessions with mentor (Ongo)	<ul style="list-style-type: none"> <li>- Tailored support and targeted interventions have positive overall effects (+ 4 months).</li> <li>- Behaviour interventions can produce moderate to good improvements in academic performance along with a decrease in problematic behaviours</li> <li>- Social and emotion interventions are often highly successful and prevent escalated behaviour, disruption to others and risk of isolation or exclusion</li> <li>- Approaches which focus on self-management are associated with the greatest impact.</li> <li>- The attitudes, beliefs, and behaviours that surround aspirations in disadvantaged communities are diverse, so a 1:1 approach is most effective</li> </ul>	4, 6, 8, 12
Subsidised uniform and equipment supplies	<ul style="list-style-type: none"> <li>- Positive impact on behaviour for learning in school</li> <li>- Reduced incidents of bullying or poor relationships in school which can impact negatively on learning</li> <li>- Children who feel comfortable and safe in school learn well</li> <li>- Provide 'uniform cleaning' for those families who need it.</li> </ul>	7, 9, 12
Employment of pastoral manager to provide wrap around care for families, at formal (EH, CIN, CP) and informal levels	<ul style="list-style-type: none"> <li>- Positive home-school relationships are an essential foundation to academic progress.</li> <li>- Effective pastoral care seeks to address issues holistically to ensure a positive educational experience</li> <li>- Vulnerable and 'hard to reach' parents, perhaps some of whom have had negative experiences of education themselves, are given support and encouragement to invest in their child's education</li> <li>- A combination of family courses of 1:1 ensures that children and their parents/carers feel supported and</li> </ul>	4, 6, 7, 9, 10, 12

	<p>empowered to engage with school life</p> <ul style="list-style-type: none"> <li>- In the eyes of our parents, the role of the pastoral officer is a 'less intimidating' approach to challenging issues that may impact negatively on education and well-being</li> <li>- Engagement with other professionals through the 'one family approach' means that school can play an active role in transforming lives through effective multi-agency working</li> <li>- Use of CPOMs school system to effectively record, track and update safeguarding and pastoral records.</li> </ul>	
Support for families with digital literacy competency and access to technology	<ul style="list-style-type: none"> <li>- KS2 children identified for support with technology at home so online home learning can be accessed by all.</li> <li>- Support for parents with E-Safety through the running of termly workshops and ongoing targeted support.</li> <li>- Targeted support for families with digital literacy when needed. (completion of online forms, attendance of online appointments)</li> </ul>	6, 10, 11, 12
Employment of TA to support child with significant SEMH needs.	<ul style="list-style-type: none"> <li>- Tailored support and targeted interventions have positive overall effects (+ 4 months).</li> <li>- Social and emotion interventions are often highly successful and prevent escalated behaviour, disruption to others and risk of isolation or exclusion</li> <li>- Approaches which focus on self-management are associated with the greatest impact.</li> </ul>	1, 3, 4,

**Total budgeted cost: £ 29, 098,    £43, 352,    £40, 952**

## 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.

*Please refer to the Pupil Premium Statement (22/23) available on the school website.  
Key information- Pupil Premium- Impact statement*

### 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
Reading Plus	Hybrid Learning
RWInc Phonics	Ruth Miskin Phonics

### Service pupil premium funding (optional)

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

Measure	Details

## 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.*