



Pupil premium strategy statement

School overview

Metric	Data
School name	Barnes Infant Academy.
Pupils in school	337
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£51,000
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mrs J Belshaw
Pupil premium lead	Miss J Young
Governor lead	Mrs A Campbell

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA
Writing	NA
Maths	NA

Disadvantaged pupil performance overview for last academic year 2019

Externally submitted assessment data not available in 2020 due to lockdown period

Measure	Score
School meeting expected standard at KS1	R – 82% W – 75% M – 86%
National other expected standard KS1	R- 78% W- 73% M - 79%
School achieving high standard at KS1 (20 children) 11 boys 9 girls	R – 25% W – 25% M – 20%
National other achieving high standard at KS 1	R- 28% W-21% M- 24%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To further develop the challenge presented to children in order to increase the proportion who achieve at a higher standard at the end of KS1, particularly in Maths and Reading.
Priority 2	To support children in accessing learning effectively by providing emotional support and well-being, especially following the Covid lockdown period.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Gaps in knowledge possessed by children. • Insecure knowledge possessed by children which needs consolidating and embedding. • Linked to lockdown period; lack of learning opportunities, essential knowledge (cultural capital) and quality learning experiences impeding the ability of the children to contextualise and link concepts and knowledge or apply their learning. • Lack of emotional readiness to learn. • Impact of parental / family difficulties to effectively support children to learn. • Inconsistent levels of challenge presented to children across school.
Projected spending	£ 28 270

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	85% of eligible children to achieve expected. 30% of eligible children to achieve greater depth.	July 2021
Progress in Writing	85% of eligible children to achieve expected. 30% of eligible children to achieve greater depth.	July 2021
Progress in Mathematics	85% of eligible children to achieve expected. 30% of eligible children to achieve greater depth.	July 2021
Phonics	90% of eligible children to pass the phonics screening check.	July 2021
Other	To increase parental involvement and engagement so that 90% of eligible children complete homework each week.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure clear understanding of types of targeted intervention and where these are most suitable e.g. pre-teaching, immediate and planned
Priority 2	To train and support staff development in identifying gaps in knowledge and understanding and supporting children in these areas
Priority 3	Establish small group reading and maths interventions across all year groups for children identified as having the potential to achieve above age related expectations.
Priority 4	Establish small group phonics interventions for children falling behind age related expectations.
Barriers to learning these priorities address	Gaps in children's knowledge or understanding. Inconsistent support from home. Limited engagement with education. Reading and Maths greater depth below national 'other' in 2019. Phonics disadvantaged children below disadvantaged and other children nationally in phonics screening check 2019.
Projected spending	£16 340

Wider strategies for current academic year

Measure	Activity
Priority 1	All eligible children to attend nurture or key worker sessions where needed. Provision of in class nurture and key worker sessions to meet needs of children. PSED interventions when necessary. Early help worker to support eligible children where appropriate.
Priority 2	Develop links with the families of eligible children. Offer support and advice to families of eligible children linked to how they can effectively support their children at home.
Barriers to learning these priorities address	Address emotional issues that impact on children's ability to learn effectively. Increase children's readiness to learn. Increase capacity of families to effectively support their children at home.
Projected spending	£6 390

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring an effective remote learning system is in place to mitigate effects of individual or class isolation or school closure. Ensuring staff are able to address gaps in learning considering impact of COVID 19 restrictions.	Use of INSET and staff meeting time to ensure staff are familiar with ClassDojo and provisions for individual and or class isolation. Support of senior leaders in planning and delivery of remote and in class learning.
Targeted support	Ensuring enough time and sufficient staffing capacity for school led Reading, Maths and Phonics intervention small groups.	Offer of additional hours to part time staff with skills required. SLT to mentor support staff in delivery of interventions.
Wider strategies	Engaging the families facing the most challenges.	SLT to share information previously provided via in school workshops digitally and in other ways. Staff release time, covered or organised by SLT, to communicate with families.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing.	<p>2019 exit data in Reading (no data 2020 due to COVID 19) shows 80% disadvantaged children within Barnes achieved expected level at end of KS1, this is 2% higher than national other. Focus within school therefor shifts to greater depth where school is 3% below national other (25% disadvantaged Barnes, 28% national other). Gap has reduced from 18% 2017 and 7% 2018.</p> <p>2019 exit data in Writing (no data 2020 due to COVID 19) shows 70% disadvantaged children within Barnes achieving expected level. This is below national other (73%). This gap of 3% is a decline from 2018 when the gap was 6%. Eradicating this gap remains a focus.</p>
Progress in Maths.	<p>2019 exit data (no data 2020 due to COVID 19) shows 85% disadvantaged children within Barnes achieved expected level at end of KS1, this is 6% higher than national other. Focus within school therefor shifts to greater depth where school is 4% below national other (20% disadvantaged Barnes, 24% national other). Gap has decreased from 13% in 2017.</p>
Progress in Phonics.	<p>2019 exit data (no data 2020 due to COVID 19) showed an 8% increase on 2018 exit data for disadvantaged children. 67% of eligible children passed phonic screening check in Y1. This is below national disadvantaged (71%) and national other (84%) therefore it remains a teaching priority in 2020-21. (Note December 2020 Y2 phonics saw 74% disadvantaged children pass phonic screening check, this is above national disadvantaged 2019 but remains below national other.)</p>