

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	Barnes Infant Academy
Number of pupils in school	262 main school, 57 nursery
Proportion (%) of pupil premium eligible pupils	25.19% main school, 21.32% including nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Trust Board
Pupil premium lead	Julie Young
Governor / Trustee lead	Andrea Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,258 main school, £5,152 nursery
Recovery premium funding allocation this academic year	£7,830
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	£92,240

Part A: Pupil premium strategy plan

Statement of intent

At Barnes Infant Academy we target the use of pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. Our intention is that all pupils, irrespective of their background, make at least good progress and achieve high attainment across all subject areas.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils both within school and nationally.
- To support our children's social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop disadvantaged children's knowledge and understanding of the world.

Priority One

High quality teaching is at the centre of our approach. We use high quality CPD to ensure that pupils access effective quality first teaching. This is proven to have the greatest impact on closing the disadvantaged attainment gap and will also benefit non-disadvantaged pupils within the Academy. We acknowledge that eligibility for pupil premium is in some cases an imperfect measure of vulnerability and disadvantage, as children may be vulnerable for a range of reasons not included in the pupil premium criteria.

Priority Two

We provide high quality targeted interventions to address identified gaps. These interventions may take the form of small group or 1:1 work. They are effectively monitored for impact, with quick adjustments being made where necessary.

Priority Three

To provide opportunities for all pupils to participate in enrichment activities including sport and music provision and access to first hand learning experiences.

Priority Four

We acknowledge the importance of supporting children to be ready to learn. As part of

this we provide subsidised access to breakfast and afterschool club to eligible children. We also provide nurture support to enable pupils to access learning within and beyond the classroom. We also provide access to commissioned speech and language therapy in school, in order to support the development of pupils communication skills. An early help support worker is also employed to work with families to promote the need for good attendance and to support families with emotional difficulties.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points across school, reflected in internal school data, following COVID lockdowns and disruptions to learning.
2	Gaps in prior learning, identified during pupil progress meetings, due to inconsistent learning opportunities over 2020 and 2021.
3	Undeveloped phonic and reading skills, reflected in internal school reading data.
4	Inconsistent levels of challenge for able disadvantaged children, reflected in internal school data and identified by OFSTED as an area for improvement in April 2017 inspection report.
5	Weak language and communication skills for some children, identified as part of reception baseline.
6	Emotional, mental health and other safeguarding needs, identified during pupil progress meetings and as part of safeguarding work.
7	Inconsistent home support, identified as part of pupil progress meetings.

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
Improve reading attainment amongst disadvantaged pupils	KS1 reading outcomes in 2021-22 show that more than 80% of eligible children met expected standard and more than 25% of eligible children met greater depth standard.
Improve writing attainment amongst disadvantaged pupils	KS1 writing outcomes in 2021-22 show that more than 70% of eligible children met expected standard and more than 15% of eligible children met greater depth standard.
Improve maths attainment amongst	KS1 maths outcomes in 2021-22 show that more than 85% of eligible children met

disadvantaged pupils	expected standard and more than 20% of eligible children met greater depth standard.
Improved phonics attainment amongst disadvantaged pupils	Phonic outcomes in 2020-21 show that 90% of eligible children achieved a pass in the phonic screening check.

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: £28,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of new validated systematic, synthetic phonics scheme (Little Wandle Letters and Sounds Revised), associated staff training and resources.</p> <p>£20,000</p>	<p>EEF guide to pupil premium recommends a tiered approach to pupil premium spending. As part of this it identifies improving quality of teaching as the priority. Also, EEF teaching and learning toolkit identifies phonics as having a high impact (+5 months) based upon very extensive evidence.</p>	<p>1, 2, 3</p>
<p>Subscriptions to Education City and Purple Mash. These are used alongside ClassDojo to deliver the curriculum in case of isolation or closure.</p> <p>£800</p>	<p>Subscriptions support school in teaching children who are unable to attend due to isolation. They are also used to practice skills at home and as part of homework.</p>	<p>1, 2, 3</p>
<p>Maths CPD for staff linked to work with maths hub. Focus on teaching for mastery across all year groups. A minimum of one maths CPD session or staff meeting per half term.</p> <p>£4,000.</p>	<p>EEF guide to pupil premium recommends a tiered approach to pupil premium spending. As part of this it identifies improving quality of teaching as the priority. EEF teaching and learning toolkit identifies a very high impact of +5 months for mastery learning.</p>	<p>1, 2, 4</p>

CPD within school associated with effective differentiation – meeting needs of bottom 20% and challenging HA. A minimum of one CPD session per half term. £4,000	EEF guide to pupil premium recommends a tiered approach to pupil premium spending. As part of this it identifies improving quality of teaching as the priority. High quality CPD is essential to follow EEF principles.	1, 2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions (small group and 1.1) linked to phonics across the school associated with new validated systematic, synthetic phonics scheme. TAs time in order to deliver these. £10,000	EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Also finds one to one tuition has a high impact of +5 months based upon moderate evidence. In addition, EEF recommend a balance of small group and one to one tuition due to the greater numbers of children involved in small group tuition. EEF guidance report ‘Making best use of Teaching Assistants’ records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.	1, 2, 3
Structured intervention ‘Catch up Literacy’ delivered to children within year 2 who have completed the validated, systematic synthetic phonics programme. Targeted at children with potential for greater depth who would benefit from further challenge. £2,000	EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Prior implementation of Catch up Literacy within school has resulted in children participating making accelerated progress. For instance, in 2018-19 children who accessed Catch up Literacy for 6 months made an average improvement of 22 months in their reading age and 24 months in their reading comprehension age when assessed on the Salford reading scale. EEF guidance report ‘Making best use of Teaching Assistants’ records that the	2, 4

	research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.	
NELI (Nuffield Early Language Intervention) training to occur for Reception staff 2021-22 followed by intervention across Reception for targeted children. £5,000	EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Also reports a very high impact of + 6 months for oral language interventions based upon extensive interventions. EEF guidance report 'Making best use of Teaching Assistants' records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.	5
Fun Friends intervention for targeted children focused on developing resilience skills. £2,000	EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Also records a moderate impact of +4 months for social and emotional learning.	6
Teaching Assistants employed within each class for 30 minutes a day to work with disadvantaged children in a targeted way. £16,500	EEF guidance report 'Making best use of Teaching Assistants' records that the research evidence shows a consistent impact of +3-+4 months progress when teaching assistants are used to deliver structured interventions with high quality support and training.	1, 2, 3, 4, 5, 6, 7.

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

Budgeted cost: £27,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Support worker in school two days a week supporting targeted families. £6,000	Early help worker is used to support families within school who are experiencing emotional difficulties or other forms of challenge or who it is believed would benefit from support. Aim is to increase parental involvement with their child's education and limit the impact of challenging family experiences	7, 6

	<p>on children.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p>	
<p>Additional speech and language support provided within school 1-2 days a week.</p> <p>£9,180</p>	<p>Additional speech and language support is provided within school for a day and a half or two days per week. This is targeted at children with identified speech and language issues and at children who staff have concerns about. Aim is to address difficulties at an early stage.</p> <p>EEF teaching and learning toolkit indicates a high impact of +6 months for oral language interventions.</p>	5
<p>Safeguarding. 5 hours a week on average.</p> <p>£10,500</p>	<p>Safeguarding is a key responsibility of the Academy. Work alongside Early Help worker supporting families within school who are experiencing emotional difficulties or other forms of challenge or who it is believed would benefit from support. Aim is to increase parental involvement with their child's education and limit the impact of challenging family experiences on children.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p>	6, 7
<p>Incentives provided to encourage families to register for pupil premium funding.</p> <p>£700</p>	<p>Parents may be entitled to support for their children and not be aware. By supporting families of eligible children to apply for funding we are supporting children to receive the best start in life due the facilities and money the Academy would receive to support them.</p>	7
<p>Breakfast and after school club</p> <p>£900</p>	<p>Research shows that children who are hungry do not perform as well within school. Participation in breakfast club supports children in being ready to learn when lessons start.</p>	7, 6
<p>Trips and other first-hand learning experiences. 66 children, minimum of 1 trip.</p> <p>£660</p>	<p>Trips subsidised in order to ensure disadvantaged children have access to a broad and balanced curriculum. We aim to raise the aspirations of disadvantaged children through a varied range of experiences.</p>	7

Total budgeted cost: £92,240

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.

We assessed our children using teacher assessments in 2020-21. These are reflective of a blended learning approach with children being in lockdown between January 2021 and March 2021, in addition to prior and subsequent isolations and changes to the way we teach.

The focus of the curriculum within Year one and Year two during 2020-21 also changed as the year progressed in response to interruptions to learning. It became necessary to focus on key skills in English and Maths in order to secure the knowledge the children would need to access the curriculum in September 2021. This led to the Academy assessing if the children were ready to progress to their new year group, alongside if they were working at (standard) age related expectations.,

Our internal assessments for 2020-21 suggested that the performance of disadvantaged pupils in Reading, Writing and Maths was lower than in previous years. At the same time there are clear indications that the progress of disadvantaged children has increased as the year progressed, with the gap closing as a result.

Year 2	Children who had met curriculum expectations Autumn term 2020 (Prior to second national lockdown)	Ready to progress onto the Y3 curriculum in Sep 2021 – have met curriculum expectation	Working at Age Related Expectations – have met curriculum expectation in a non COVID year	Working above Age Related Expectations
Reading	42%	38%	5%	0%
Writing	26%	62%	52%	0%
Maths	50%	86%	43%	10%

As can be seen, a greater proportion of pupil premium eligible children had met the curriculum expectation in Writing and Maths when compared to those meeting the

curriculum expectation prior to the second national lockdown in the Autumn of 2020. This indicates that progress is being made for these children and the gap is being closed.

Within Reading a lower proportion of children were meeting curriculum expectations in July 2021 when compared to the Autumn term of 2020. These issues surrounding reading have contributed to the school adopting a new systematic, synthetic phonics scheme and associated reading books and resources in 2021-22.

Year 1	Children who had met curriculum expectations Autumn term 2020 (Prior to second national lockdown)	Ready to progress onto the Y2 curriculum in Sep 2021 – have met curriculum expectation	Working at Age Related Expectations – have met curriculum expectation in a non COVID year	Working above Age Related Expectations
Reading	46%	48%	24%	8%
Writing	54%	60%	44%	0%
Maths	63%	76%	44%	4%

As can be seen, a greater proportion of pupil premium eligible children had met the curriculum expectation in Reading, Writing and Maths when compared to those meeting the curriculum expectation prior to the second national lockdown in the Autumn of 2020. This indicates that progress is being made for these children and the gap is being closed.

	Personal, Social and Emotional			Physical Development		Communication and Language		
	MR	SCSA	MFB	MH	HSC	LA	UND	SPK
% of disadvantaged children entering Reception at ARE	0%	0%	7%	0%	21%	7%	7%	0%
% of disadvantaged children leaving	76%	71%	76%	62%	90%	62%	67%	76%

Reception at ARE									
% of disadvantaged children leaving Reception working above ARE	19%	19%	14%	14%	19%	19%	19%	19%	19%

	Literacy		Maths		Understanding of the World			Expressive Arts and Design	
	Read	Writ	Num	SSM	PC	TW	TECH	EMM	BI
% of disadvantaged children entering Reception at ARE	7%	7%	21%	7%	7%	0%	14%	0%	7%
% of disadvantaged children leaving Reception at ARE	43%	24%	57%	56%	57%	57%	95%	86%	90%
% of disadvantaged children leaving Reception working above ARE	10%	5%	5%	10%	19%	19%	14%	19%	19%

The Reception data above shows that a significantly greater proportion of disadvantaged children were working at ARE by the end of the academic year than when they entered Reception. This shows that the progress of these children has improved over time and that the gap has been closed.

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
Fun Friends	Friends Resilience Hub
Talk Boost	I Can

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.