

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year 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	313
Proportion (%) of pupil premium eligible pupils	16% (42 pupils) (last yr = 17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	7 th November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust Board
Pupil premium lead	Ruth Whiteside
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,408 (last yr = £105, 316)
Recovery premium funding allocation this academic year	£7,612 (last yr = £9823)
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	£92,020 (last yr = £109,987)

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 in line with their non-Pupil Premium peers across all subject areas.

Our objectives are to:

- Mitigate or remove completely any barriers to learning – e.g. the impact of the current cost of living crisis
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils in our school
- To support our children's social and emotional well-being
- Ensure our disadvantaged children are given opportunities to take part in a range of activities they might not otherwise be able to access

Priority 1 – high quality teaching

High quality teaching is at the centre of our approach. This is proven to have the greatest impact on closing the attainment gap and will also benefit non-disadvantaged pupils within the school. We acknowledge that eligibility for pupil premium is 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 2 – targeted interventions

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 monitored for impact, with quick adjustments being made where necessary. Pupil Progress meetings are held every term to evaluate the impact of such interventions on pupils' progress.

Priority 3 – enrichment activities

We aim to provide opportunities for all pupils to participate in enrichment activities including yoga and mindfulness, music provision and access to first hand learning experiences both in and outside school.

Priority 4 – a holistic approach

Wraparound care is provided on a subsidised basis to all disadvantaged pupils. We provide nurture support in our Cocoon to enable pupils to access learning within and

beyond the classroom. We commission speech and language therapy in school to support the development of pupils' communication skills. A Family Support worker works across both our school and the next-door junior school, working with families to promote the need for good attendance and to support families with emotional difficulties. We also employ a counsellor from Impact NE for one day per week to support pupils with significant social, emotional and mental health difficulties.

Challenges

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

Challenges
Increased number of pupils with social and emotional health needs as a direct consequence of COVID lockdowns and interrupted learning from March 2020 to June 2020, and again from January 2021 to March 2021 – the impact of this is still apparent even now. Higher rates of diagnosis of pupils with ASD/ADHD, again linked to lockdowns and pressures on NHS/GPs.
Delayed phonic and reading skills, reflected in internal school reading data.
Some aspects of the curriculum are not coherently planned to build on prior learning and provide secure foundations for the next stage of learning (Ofsted 2022). This means learning may be inconsistently applied in some subjects.
Weak language and communication skills for some children.
Emotional, mental health and other safeguarding needs, identified during pupil progress meetings and as part of safeguarding work.
A need for family support to ensure school is working with families to benefit pupils directly.

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
EYFS Increase % GLD of disadvantaged pupils
KS1 Improve attainment of disadvantaged pupils in Reading, Writing and Maths by end Y2
Phonics Improved phonics attainment of disadvantaged pupils

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: £11,934

Activity	Evidence that supports this approach
Subscription to Purple Mash, used alongside ClassDojo to support the delivery of the curriculum £400	Subscriptions support school in teaching children who are unable to attend due to medical reasons, e.g. isolating due to COVID infection. Used to practice skills at home and as part of homework.
Little Wandle coaching sessions £500	Weekly coaching sessions via Little Wandle resources for all staff 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.
Build leadership capacity in English and Maths £6,034 SDP link	To ensure high quality teaching and modelled CPD for all staff 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.
CPD focus on curriculum development and pedagogy £5000 SDP link	Through: <ul style="list-style-type: none"> • monthly CPD sessions focusing on curriculum development and pedagogy • collaborative working with Barnes Junior School • identified training needs, particularly for new English lead 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.

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach
<p>NELI (Nuffield Early Language Intervention intervention across Reception for targeted children)</p> <p>£500</p> <p>SDP link</p>	<p>Training for whole class delivery in Autumn term</p> <p>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.</p> <p>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.</p>
<p>Teaching Assistants employed within each class for 1 hour a day to work with disadvantaged children in a targeted way</p> <p>Structured interventions (small group and 1.1) linked to phonics across the school</p> <p>£35,000</p> <p>SDP link</p>	<p>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.</p> <p>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.</p>

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

Budgeted cost: £45,170

Activity	Evidence that supports this approach
<p>Family Support worker supporting targeted families</p> <p>£8,800</p> <p>SDP link</p>	<p>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 on children.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p>

<p>Counselling service from IMPACT NE 1 day a week</p> <p>£7,800</p> <p>SDP link</p>	<p>INE counsellor works with up to six pupils per day over a six week period to develop SEL skills, because evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>INE counsellor runs an SEL club for five pupils over a lunchtime, and runs workshops for parents in the Summer term.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for improving pupils' decision-making skills, interaction with others and their self-management of emotions.</p>
<p>Behaviour Support Service SLA</p> <p>£8,180</p> <p>SDP link</p>	<p>BSS provides support and guidance for pupils, families and schools. The support is targeted at pupils with significant issues managing and regulating their emotions. The aim is to provide pupil, family and school with a range of strategies to manage emotions to enable greater engagement with their learning.</p> <p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for improving pupils' decision-making skills, interaction with others and their self-management of emotions.</p>
<p>Team Teach training:</p> <ul style="list-style-type: none"> ○ refresher ○ new staff <p>£1000</p>	<p>Key members of staff are trained in Team Teach de-escalation strategies to support pupils with SEMH needs. Training is offered to staff new to the school and/or working in a class with a pupil with SEMH needs, and refresher training is given to all previously trained staff. This ensures consistency of approach and safeguards both pupil and adult.</p>
<p>Educational Psychologist services</p> <p>£6,000</p> <p>SDP link</p>	<p>There are a number of SEND/PP pupils across school who will need EHCPs. Ed Psych reports are vital for an EHCP to be awarded.</p>
<p>Additional speech and language support provided within school 1 day a week.</p> <p>£11,100</p> <p>SDP link</p>	<p>Additional speech and language support is provided within school for one day a 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>
<p>Breakfast and after school club</p> <p>£1,000</p> <p>SDP link</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>

<p>Trips and other first-hand learning experiences. 43 children, minimum of 1 trip £1,290</p> <p>SDP link</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>
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Total budgeted cost: £92,604

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.

We assessed our children using teacher assessments and SATs in 2022-23. This is the second year SATs have been used since 2019 because of the COVID pandemic.

The key curriculum innovation adopted by the school is Little Wandle, a systematic synthetic Phonics scheme, and has been implemented for the last two years (figures in red show attainment without Cocoon pupils included, as Cocoon pupils follow a different curriculum; figures in brackets show last year's overall gap).

Clearly our Y2 data shows the continuing impact COVID has had on this cohort. We can see the gap beginning to narrow at Y1 Phonics and Reception GLD.

Year 2	PP	nonPP	Difference
Reading	42% 48%	68% 69%	26% 21% (24%)
Writing	42% 48%	77% 79%	35% 31% (18%)
Maths	50% 52%	77% 79%	27% 27% (13%)

Year 1	PP	nonPP	Difference
Phonics	59% 76%	69% 68%	10% 8% (30%)
Reception	PP	nonPP	Difference
GLD	54% 50%	72% 71%	18% 21% (34%)

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