

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024 to 2025 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	304
Proportion (%) of pupil premium eligible pupils	46 pupils = 15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	15 th November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Trust Board
Pupil premium lead	Ruth Whiteside
Governor lead	Sarah Dodsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73,372
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	£73,372

Part A: Pupil premium strategy plan

Statement of intent

At Barnes Infant Academy we believe that all children are unique and it is our role to support each child and help them to reach their full potential. We strongly believe that for our children to progress in their learning and achieve high standards, they first need to feel safe and secure in their learning environment.

Each child has their own life experiences and interests, we aim to embrace this, understanding each child's starting point and supporting all children to reach their full potential, helping to overcome any barriers that could be in the way.

Our intention is that that all pupils, irrespective of their background, or needs will receive high quality first teaching to raise attainment and help overcome any barriers to learning.

Our vision is to ensure that pupils are challenged and supported to make good progress from their starting points. 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.

High quality teaching is at the heart of our approach and we want to ensure that every child receives high quality teaching. To achieve this we want to support all teachers and teaching assistants to continue to improve and develop. Supporting teacher development is proven to have the greatest impact on closing the attainment gap.

Our strategy includes opportunities for pupils to receive targeted support through specific interventions and also wider interventions including attendance, behaviour and social and emotional support. 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.

We commission speech and language therapy in school to support the development of pupils' communication skills. A Family 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.

	Challenges
1	<p>Social and Emotional support:</p> <p>Some of our PP children lack confidence and have low self-esteem. This can impact on their learning and social skills.</p> <p>Some of the children are emotionally vulnerable due to complex family situations, this again can impact upon their learning and development.</p>
2	<p>Speech and Language support:</p> <p>Assessments, observations and discussions with staff identify 11 children from the 46 PP (24%) have identified needs within communication and language – this could be linked to production of sounds, vocabulary, oral skills or understanding. This involves children from Reception through to Year 2. Any gaps in development skills will impact upon their learning.</p>
3	<p>Phonics and Early Reading</p> <p>Data analysis shows there are a number of children not working at age related expectations in reading.</p>
4	<p>Attainment in core subjects</p> <p>Data analysis identifies a gap between pupil premium and non pupil premium children on exit from EYFS. The gap is most significant in the area of Literacy. In key stage One data analysis shows that the gap between PP and non PP closes for those working at age related expectations however the gap is evident in the proportion of pupils working at greater depth in KS1. This suggests more challenge is needed and possible early intervention, to help narrow this gap.</p>
5	<p>Cultural Capital</p> <p>Some of our PP children have limited life experiences due to a wide range of factors. As cultural capital directly correlates with in-school achievement, social development, accessing higher education and being successful in a chosen career, it is important to ensure that our pupil premium pupils have access to a range of experiences they may not have had, for example, visits and visitors, access to extra-curricular clubs and the opportunity to develop skills and knowledge in areas they previously may not have had the opportunity to.</p>

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>Increase in number of PP children achieving GLD on exit from Reception</p>	<p>Quality first teaching for all children</p> <p>Early identification of needs resulting in targeted and specific intervention</p> <p>Regular access to outdoors</p> <p>Assessments and observations and pupil progress meetings demonstrating the impact of this with narrowing of gaps.</p> <p>CPD to continue to support and develop quality first teaching.</p> <p>Meetings held with parents, so they are aware of curriculum, expectations and how to best support their child.</p> <p>Monitoring and targeted coaching particularly with the teaching of phonics to ensure consistency and fidelity in delivery of early reading.</p> <p>End of year assessments identify a narrowing of the gap.</p>
<p>To achieve national average standard for PP pupils working at greater depth in RWM on exit from KS1.</p>	<p>Early identification of possible barriers.</p> <p>Targeted intervention and support to ensure children achieve their full potential.</p> <p>High levels of challenge and opportunities for this across RWM – evidence in pupil progress meetings, book scrutiny, moderation.</p> <p>CPD for staff to continue to develop quality first teaching.</p> <p>Monitoring and targeted coaching particularly with phonics for Year One – delivery and fidelity to the programme.</p>

	End of year results in Y2 identify a narrowing of gap between attainment of greater depth pupil premium and non pupil premium.
Targeted support to meet the SEMH needs of identified children.	<p>Early identification of pupils specific needs.</p> <p>Targeted support and intervention to address this</p> <p>Progress in pupils</p> <p>Intervention and direct work with Family Support Worker</p> <p>High levels of well-being evident through child's voice, learning walks, questionnaires</p> <p>Increase in opportunity and access to clubs.</p>
To provide cultural capital opportunities to disadvantaged children to improve in-school achievement, social and cultural understanding and raising aspirations.	<p>Proportion of PP pupils accessing clubs and participating in activities.</p> <p>Increased opportunity for visits and visitors into school.</p>

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: £10,126.80

Activity	Evidence that supports this approach	Challenge number addressed
<p>Little Wandle coaching sessions</p> <p>Regular coaching sessions via Little Wandle resources for all staff</p> <p>Planned sessions with TAs</p> <p><i>Half day each half term– English lead to complete coaching sessions with TAs</i></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. High quality CPD is essential to follow EEF principles.</p>	3

Supply = £750		
<p>CPD Focus on Maths Identified member of staff from each year group to attend training from NCETM and disseminate with staff to further develop practice.</p> <p>Maths lead to participate in work with Karen Wilding to further develop Early Years Maths</p> <p>Half day supply x2 KS1 staff = £250 3 days cover – maths lead = £525 Cost of training = £200</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. High quality CPD is essential to follow EEF principles.</p>	4
<p>CPD focus on Writing development</p> <p>EYFS staff – CPD</p> <p>KS1 staff – training, Literacy Lead to attend training from TfC and disseminate to staff.</p> <p>CPD Early Excellence - Lets take Mark Making to Writing £45 Strengthening Literacy in the Early Years = £145 Half day cover per term for English Lead = £375</p>	<p>EEF Preparing for Literacy EEF Improving literacy in KS1</p>	4
<p>To ensure our curriculum is engaging, provides breadth and balance and opportunities to bring learning to life through visits, visitors and real life experiences.</p> <p>Science lead completing PQSM £950 Working together with DHT from HVI - £2100 DHT CPD Early Excellence CPD – Breathing Life into KS1 Curriculum £150 Mary Myatt Huh Curriculum Leaders course - £500</p>	<p>EEF – Effective Professional Development</p>	1, 4

<p>CPD focus on approach to behaviour</p> <p>Developing staff understanding of children's behaviour as communication and refining behaviour policy and practice to ensure consistency and support for individual children</p> <p>Paul Dixs Training - £2770.00</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. This is particularly important at a time when schools are reviewing their core vision and curriculum offer</p>	1
<p>Monitoring and further development of leaders within school through release time and completion of NPQLL for Literacy Lead and NPQEY for Nursery Lead</p> <p>NPQEL - £1366.80</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Research shows that implementation is a key aspect of what schools do to improve. In order to have the greatest impact and improve quality teaching, careful planning and support time needs to be considered to ensure effective implementation through sustained professional development opportunities.</p>	3,4

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

Budgeted cost: £26,899.70

Activity	Evidence that supports this approach	Challenge number addressed
<p>Release time for English lead and Maths Leads to observe and support practice</p> <p>1 day per term = £1050</p>	EEF – Guide to implementation	3, 4
<p>Structured interventions (small group and 1:1) linked to identified needs of PP pupils across the school – CAL, phonics, SEMH, fine/gross motor</p> <p>Targeted support and specific groupings for phonics to address gaps.</p> <p>PP champions across school to meet specific needs and deliver targeted intervention – reading for pleasure, SEMH focus group.</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>Oral language interventions EEF Phonics EEF</p> <p>EEF teaching and learning toolkit finds small group tuition has a moderate impact of +4 months based upon moderate evidence. Also finds</p>	2 3 1

£25,199.70	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.	
After school reading clubs	Targeting specific children to practise and develop skills.	2, 3
Provide £50 incentive for families to sign up to FSM/PP 13 families eligible in EYPP but not yet signed up = £650	Due to Universal Infant Free School Meals for all pupils, many families do not complete the paperwork for receiving Pupil Premium Funding. This will help children to receive the best possible start in life due to the facilities and money the school will receive to help support them.	1

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

Budgeted cost: £36,345.50

Activity	Evidence that supports this approach	Challenge number addressed
<p>Family Liaison Officer supporting targeted families</p> <p>Family Liaison Officer (FLO) 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>FLO to also complete direct work with children 1:1 or in small groups to address identified needs and support with SEMH.</p> <p>Attendance: Through careful tracking, FLO to work with families identified</p> <p>£13,210.50</p>	<p>EEF teaching and learning toolkit indicates a moderate impact of +4 months for parental engagement.</p> <p>EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.</p>	1

<p>Extra Curricular clubs to support and develop SEMH</p> <p>Such clubs may involve singing club, games club, outdoor club</p> <p>£10 per child for clubs = £460</p>	<p>Social and Emotional Learning interventions which target social and emotional learning seek to improve pupils interactions with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p>	<p>1, 5</p>
<p>Behaviour Support Service SLA 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>£1880</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>1</p>
<p>Team Teach training:</p> <ul style="list-style-type: none"> ○ refresher ○ new staff <p>£150 full course – 3 staff = £450 £75 refresher 3 staff – £225</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>1</p>
<p>Additional speech and language support provided within school 1 day a week.</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>Training and support also for staff</p> <p>£11,100</p>	<p>EEF teaching and learning toolkit indicates a high impact of +6 months for oral language interventions.</p>	<p>2</p>
<p>Breakfast and after school club</p> <p>£1000</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>5</p>

<p>Trips and other first-hand learning experiences and visitor into school.</p> <p>£10 per child = £460</p> <p><i>Tiny Tweeties each term with Nursery and Reception = £1560</i></p> <p>£3000 – Year One and Year 2 visitors into school</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>	<p>1, 6</p>
<p>Development of the Outdoor environment</p> <p>To continue to develop the outdoor environment through the OPAL programme and school action plan</p> <p>£3000</p>	<p><u>Home - Outdoor Play And Learning</u></p> <p>This research outlines the benefits, the changes in attitudes, the opportunities and development across all areas of development for all children through the OPAL programme.</p>	<p>1, 6</p>

Total budgeted cost: £73,372.00

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 2023 to 2024 academic year.

We assessed our children using teacher assessments in 2023-24. As in previous years, we must be mindful of the impact of COVID 19 and a blended learning approach for all children (due to lockdown March 2020 to July 2020 and January 2021 to March 2021 and then the subsequent isolations and changes to the way we were able to teach).

School Pupil Premium Data:

Reception:

EYFS	PP Pupils	Non PP Pupils	Difference
% of pupils achieving GLD	44%	71%	27%

Only 9 children – all children achieved ELG in the prime areas of learning
4 achieved GLD

Year One: Phonics Data:

Year One	PP Pupils	Other Pupils	Difference
% of pupils at expected standard	57%	80%	23%

14 pupils
1 disapplied, 1 absent
4 not achieved standard

Year Two: Proportion of PP pupils achieving expected standard

Year Two	Reading	Writing	Maths
Reading BIA	70%	50%	60%

Significant progress in Reading

Writing – continued area of focus with basic skills

Maths – focus upon independence and rapid recall

The attainment of Pupil Premium Pupils has been identified as a whole school priority for 2024-25 and is part of our school development plan.