

William Barnes 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	William Barnes Primary school
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Karen Wrixon
Pupil premium lead	Karen Wrixon
Governor / Trustee lead	Rachel Barbet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110.00
Recovery premium funding allocation this academic year	£5,510
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	£56,620

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children, can be difficulties supporting at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

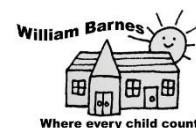
We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

William Barnes is a 4-11 primary school located in a market town in the North of Dorset. After a period of decline, the building of new housing and community facilities led to a rejuvenation of the town, however recently building has stalled and the town redevelopment plan has stalled. However, there is a significant amount of social housing, with Social Services having its North Dorset offices in the town. Several families have been re-housed in Sturminster Newton after domestic violence and family breakdown issues. There has been an increase in families moving away from the area. There has been an increase in pupils whose first language is not English.



School Context	
Rural Setting with valued Traditional Events Historical Mill and Countryside An Inclusive School, serving a Diverse Community Diverse and Fluctuating Cohorts	Expanded Farming Community Local Authority run School Thriving Community Hub (The Exchange) Local Opportunities for Sport

Our curriculum philosophy

What do we believe makes a good curriculum?

Inclusion

Progression and continuity in the curriculum

Preparing pupils for life- lifelong resilience, mental and physical wellbeing

A connected, relevant, personalised, broad, balanced and rich curriculum

Strong relationships with all stakeholders

How do we deliver it?

Growth Mindset Ethos

Community Links

Connected Curriculum

High Quality Learning Behaviour

Attachment Friendly Understanding

Our curriculum threads

Passion for reading

Outdoor Education and Environment

Cultural Capital

Oracy and Vocabulary

Global Learning Ethos

Eco Friendly Development

Mental and Physical Wellbeing

Widening Opportunities for All



The National Curriculum
See subject overviews and learning organisers

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

This list is not exhausted and will change according to the needs and support our socially

Achieving These Objectives

The range of provision the Headteacher and Governors consider making for this group include and would not be inclusive of:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support
- Use of the Tutors
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary.
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- PE provision
- Music provision
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	A low baseline of reading and phonics on entry to Reception.
2	Lower attendance for PP families
3	Low oracy levels are linked to lower reading levels
4	Lack of educational resources at home, lack of transport and finance to fund activities
5	Emotional trauma through environmental factors
6	Engagement with hard to reach families
7	Lack of fluency in recall of time table facts and knowledge of number bonds

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Phonics	Achieve national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 97%

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: £ £1,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy training for staff	EEF oral language interventions	1, 3
Floppy's Phonics training	Floppy's phonic's training	1, 3
Adopting the Reading framework advice	Government reading framework	1, 2, 3

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

Budgeted cost: £ Budgeted cost: £29,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 support in Reception and Year 1	Oracy project	1
Interventions in R and 1	Oracy support , EEF oral language interventions	1,2,3,4
Tutors	EEF guidance	1,3,7
Small group work in all year groups	EEF guidance	1,2,3,5,6
Provision of laptops to support home learning and access to online learning platforms such as Nessie and Mathletics.	EPPE project Research on lack of facilities n disadvantaged homes	1,2, 6,7

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

Budgeted cost: £ Budgeted cost: £25,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Attachment training	5,6
Family Jigsaw	Attachment training	5,6
icanproblemsolve	Icanproblemsolve training	5,6
Support with breakfast and afterschool club	EPPE project Research on lack of facilities n disadvantaged homes	5,6
Support with trips and residential	EPPE project Research on lack of facilities n disadvantaged homes	4,5,6
Support with extra-curricular activities, Forest school	EPPE project Research on lack of facilities n disadvantaged homes	4,5,6
Support with uniform	EPPE project Research on lack of facilities n disadvantaged homes	4
Dorset STEPs	LA advice	5
MiloandHamish Emotional literacy scheme	Attachment training	4, 5, 6

Total budgeted cost: £ £ 56,620

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.

Review: last year's aims and outcomes

Aim	Outcome
<ul style="list-style-type: none"> • Emotional- impact of social restrictions national lockdown and physical distancing • arrested development and anxiety growing up during global pandemic 	School have implemented emotion coaching. All children returned positively to school with good behaviour.
<ul style="list-style-type: none"> • Physical- Financial hardship - shortage of food supplies/lack of nutrition living in overcrowded homes in deprived	Food vouchers given while not in school Support from the Covid community group Materials for learning taken to homes in lockdown
<ul style="list-style-type: none"> • Mental - children growing up during a period of anxiety intensified by poverty/financial worries • increased risk of depression, anger, low esteem 	Use of emotion coaching, Targeted ELSA support and introduction of Icanproblemsolve has helped alleviate these emotions
<ul style="list-style-type: none"> • Intellectual - lack of confidence or, ability of adults to support children with their learning -home schooling assumes sufficient education of parents • fewer educational resources in disadvantage homes • possibly limited or no access to virtual learning/technology 	Laptops available for all disadvantaged children Live lessons twice a day Physical materials delivered to homes as necessary

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
Floppy's phonics	Floppy phonics

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?	ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Emotionally settled

Further information (optional)

At William Barnes our underlying philosophy of Every Child Counts and our Growth mindset help all children to thrive. Along with our Healthy Food policy and active curriculum we prepare all children to be healthy citizens.