

William Barnes Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 178 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/25 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | November 2024 |
| 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 | £50,140 |
| Recovery premium funding allocation this academic year | £4,350 |
| 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 | £54,490 |

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

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 exhaustive 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 timetable 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- priority due to progress from last year | 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- attendance- continue due to overall lower attendance last year | 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: £1,550

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------|--------------------------------------|-------------------------------|
| Parent Pledge | EEF oral language interventions | 1, 3 |
| Floppy's Phonics training | Floppy's phonics 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: £25,492

| 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. | | 1, 2, 6, 7 |

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

Budgeted cost: £27,448

| 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 | | 5, 6 |
| Support with trips and residential | | 4, 5, 6 |
| Support with extra-curricular activities, Forest school | | 4, 5, 6 |
| Support with uniform | | 4 |
| Dorset STEPs | LA advice | 5 |
| Milo and Hamish Emotional literacy scheme | Attachment training | 4, 5, 6 |
| Play Therapist | | 5 |
| Outdoor Jigsaw | | 4 |
| Music Lessons | | 4 |

Total budgeted cost: £54,490

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.

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| <ul style="list-style-type: none">Progress in Reading | . -2.88 National -1.26 |
| Progress in Writing | 2.13 National -2.08 |
| <ul style="list-style-type: none">Progress in Mathematics | -1.68 National -2.42 |
| <ul style="list-style-type: none">Phonics | 90% achieved the Phonic screening assessment in Year 1 (two PP didn't achieve out of four PP) |
| <ul style="list-style-type: none">Ensure attendance of disadvantaged pupils is above 97% | All pupils lower last year- 94% all and PP 92.1% |

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 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? | |

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.