

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 | Barton Clough Primary |
| Number of pupils in school | 169 |
| Proportion (%) of pupil premium eligible pupils | 21.30% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Simon Beswick |
| Pupil premium lead | Jackie Crouch |
| Governor / Trustee lead | Sue Smith |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £74,223 |
| Recovery premium funding allocation this academic year | £8,318 |
| 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 | £82,541 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- The school's strategy for the 2021/2022 year aims to address the following barriers to educational achievement among its pupils eligible for pupil premium. Much of the spending will benefit all pupils, and where need is identified in non-eligible pupils, spending may also be allocated to support their outcomes. Spending is reviewed at regular intervals for each objective to ensure it is in line with our expectations and the proposed plan. Pupil premium target outcomes are set and data is tracked and analysed termly as part of our pupil progress monitoring cycle.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Positive mental health and wellbeing of pupils, families and staff |
| 2 | Improve attainment and progress in basic skills |
| 3 | Improve attainment and progress in basic skills for all SEND pupil premium children |
| 4 | Increase parental engagement in all aspects of school |
| 5 | Improve attainment and progress for high attainers |

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 |
|--|--|
| <i>Improved mental health and well being among disadvantaged pupils and families</i> | Pupil voice, parent surveys and observations indicate significantly improved mental health and wellbeing amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, attendance, lateness, engagement in |

| | |
|--|--|
| | lessons, book scrutiny, ongoing formative assessment, behaviour incident logs |
| <i>Improve attainment and progress in basic skills among disadvantaged pupils</i> | KS1 phonics, SPAG, reading, writing and maths outcomes show an increase in the number of disadvantaged children meeting the standard expectation |
| <i>Improve attainment and progress in basic skills for all SEND pupil premium children</i> | Outcomes in phonics, SPAG, reading writing and maths outcomes show an increase in the performance by SEND disadvantaged pupils |
| <i>Increase parental engagement in all aspects of school</i> | Increased engagement seen through attending parent meetings, coffee morning, stay and plays, parents evenings. Improved attendance and lateness for disadvantaged children |
| <i>Improve attainment and progress for high attainers</i> | Outcomes in phonics, SPAG, reading, writing and maths show an increase in the number of high attaining 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: £ 33,667

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff and parents | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 2, 3, 4, 5 |
| Purchase of a wide range of reading materials and accelerated reader texts, New physical reading material linked to phonics and reading comprehension skills | The purchase of new reading material, will enhance and consolidate the delivery of phonics and early reading. Accelerated reader supports the understanding of books with weekly quizzes and termly assessments. The improvement of reading areas in class and materials they contain such as newspapers. | 2, 3, 4, 5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF toolkit suggests mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress | 1, 2, 5 |
| Improve the quality of social and emotional (SEL) learning. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and | 1, 2, 3 |

| | | |
|---|--|--|
| <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Developing high quality language through CPD for staff</p> | <p>in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Staff training and staff resource time, EEF toolkit suggests communication and language approaches are effective for developing young children’s expressive vocabulary and early reading skills learning, including their spoken language skills</p> | |
|---|--|--|

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

Budgeted cost: £ 25,844

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Rapid reading, reading comprehension approach interventions</p> | <p>1, 2</p> |
| <p>Quality bespoke EAL and TA interventions</p> | <p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>2, 3</p> |
| <p>Forest School sessions</p> | <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> | <p>1, 2</p> |

| | | |
|---------------------------------------|---|---------|
| SEND and wellbeing team resource time | Developing strong relationships and communication with families and parents to support the children | 1, 3, 4 |
|---------------------------------------|---|---------|

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

Budgeted cost: £ 25,984

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellbeing and pastoral team offer | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 4 |
| Trafford Thrive, Place 2 Be and SMHL lead. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5 |
| Bespoke interventions that support social and emotional regulation (Forest School, Trafford Thrive and Place 2 Be interventions) | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4, 5 |
| Parental engagement, EAL lead training, Google classroom, EWO | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Staff training and parent education meetings with a focus on phonics, supporting early reading. skills as well as Translations for families where EAL is a concern. Improved communication with families around learning via google classroom. | 1, 2, 4 |

Total budgeted cost: £ £85,495

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.

Our internal assessments during 2020/2021 suggests the performance of disadvantaged pupils was lower than in previous years, in particular our SEND disadvantaged. We feel this was mainly due to COVID -19 and the closure of the school. The ongoing impact of pupils and at times staff isolating from school led to further negative impact. The commitment to ensuring that as many disadvantaged children as possible attending school during partial lockdowns helped to mitigate this. As well as ensuring that high quality provision and access via devices, as well as bespoke learning packs supported the learning at home.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

We have also targeted our focus on basic skills of phonics, reading, maths with a large focus on the SEND disadvantaged children.

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 |
|-----------|----------|
| N/A | N/A |
| | |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |