

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils 2023-24.

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	179
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jonny Foster Carr
Pupil premium lead	Jackie Crouch
Governor / Trustee lead	David Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
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	£98,940

Part A: Pupil premium strategy plan

Statement of intent

The school's strategy for the 2023/2024 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
6	To increase the cultural capital of pupil premium pupils

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
<i>To increase the cultural capital of pupil premium pupils</i>	Children will experience a broad rich curriculum. They will desire and aspire to achieve goals in life.

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: £9,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to 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
Refreshing/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
Purchase of reading scheme and associated texts to enhance current reading offer.	EEF - Strategies to support Literacy	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	1, 2, 5

	responsibility for supporting each other's progress	
<p>Improve the quality of social and emotional (SEL) learning.</p> <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>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and 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>	1, 2, 3

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

Budgeted cost: £58,940

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Rapid reading, reading comprehension approach interventions</p>	1, 2
<p>Quality bespoke 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>	2, 3

Forest School sessions	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 6
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: £27,040

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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4, 5

<p>Parental engagement, EAL- ESOL classes, Parent workshops and classes, FOBC,</p>	<p>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. Workshops and parent classes in a wide range of areas through Trafford College, Trafford Thrive and Gorse Hill Studios.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 4</p>
<p>Aspiration / Cultural capital</p> <p>Subsidised transport/cost for trips and visits.</p>	<p>Through a broad and rich curriculum. To provide all children with the knowledge, experiences, language and social skills they need to have the best chances possible to achieve their goals and aspirations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>OFSTED “It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement”</p>	<p>6</p>

Total budgeted cost: £98,940

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.

Our internal assessments during 2022/2023 showed that in both reading and writing pupil premium children were performing well and achieving similar and slightly above the average % scores to non pupil premium children. In maths pupil premium children are however averaging less than non pupil premium. It should be noted however that maths scores overall were however higher than those of reading and writing.

Internal Assesment Data

Pupil premium whole school average % ARE			Non Pupil premium whole school average % ARE		
Reading	Writing	Maths	Reading	Writing	Maths
65%	50%	64%	62%	47%	77%

The data shows that pupil premium children are performing well in reading and writing with a percentage above the non pupil premium children.

Phonics Screening	
% of Pupil Premiun Whole school passing screening	% Of Non Pupil Premium Whole school passing screening
88%	67%
% of Pupil premium SSC passing screening	% of Non Pupil Premium SSC passing screening
88%	83%

In the phonics screening the pupil premium children performed better than the non pupil premium. The gap was narrower in the SSC where the SEND was a factor.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are improving following the continued implementation of the strategic mental health plan and our comprehensive pastoral offer.

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.

Mental Health and Wellbeing

Number of Pupil Premium children supported	
MHST / Trafford Thrive	5 individuals
Place 2 Be Partnership	(2 whole classes)
Training of educational mental health practitioners	
Therapeutic Forest	14

Children who have undertaken wellbeing sessions have ben baselined and reviewed post intervention. Data has shown measureable increases in emotional regulation and wellbeing. This led to measureable improvements in concentration and access to learning.

Pastoral Support

Number of Pupil Premium families supported	
TTT	17
Manchester Poverty in Action – Money Matters	5
Trussel Trust – Foodbank	6
Cash for Kids and The Toy Appeal	33
Gorse Hill Studios	12

TDAS – family and 1;1 sessions taking place in school.	3
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The pastoral support offer for families has increased over the year, widening it has allowed us to offer families the necessary targeted support. By supporting parents and building on our community relationships we have been able to tailor our offer to areas most needed. This has increased the wellbeing of both parents and children.

Parental Engagement

Number of Pupil Premium parents supported	
ESOL Classes	6
Paediatric First Aid course	11
Deaf Awareness course	4

Through our partnership with Trafford College we have been able to offer free classes to parents. The ESOL classes have helped parents improve their English leading to increased confidence, school home communication and ability to support their children in their learning. The paediatric first aid course was very popular and has supported parents in feeling a greater level of competence when dealing with any medical difficulties that may arise.

Cultural Capital

Number of Pupil Premium children supported	
Transport subsidies for trips	7
Experiences	35

We have begun to focus on increasing the cultural capital of the children at Barton Clough. Many pupil premium children do not have access to the same experiences as non pupil premium. This year we have enabled all pupil premium children to experience the pantomime. The SSC pupil premium children have all visited the beach.

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