

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	Sir John Barrow School
Number of pupils in school	223 plus 23 nursery
Proportion (%) of pupil premium eligible pupils	26% 52/200
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23 , 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs H Pearson Headteacher Mr John Barrett, Chair of Governors
Pupil Premium lead	Mrs H Pearson
Governor / Trustee lead	Ms Charlotte Wraith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52630+£1280+£16870 = £70780
Recovery premium funding allocation this academic year	£6,380
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	£77160

Part A: Pupil premium strategy plan

Statement of intent

Rationale:

For Pupil Premium and all children at SJB to meet their full potential, they need:

- *First class, high quality teaching every day*
- *To be ready to learn, physically and emotionally*
- *Provision which specifically addresses each child's needs from their varying starting points*
- *Resilience, ambition and a love for learning*

Our intention is to:

- *Ensure consistent first class, high quality, good/outstanding teaching in every class for every child*
- *Prevent barriers to learning including mental, emotional and social barriers*
- *Identify and overcome any existing barriers to learning*
- *Use assessment for learning to identify attainment gaps or progress dips and rapidly implement intervention effectively*
- *Provide skills to develop resilience and rich learning opportunities to inspire learning and lifelong ambitions*

In light of the recent Covid19 pandemic, we aim to, in the first instance:

- *catch up Pupil Premium and all children at SJB in the basic skills of reading and basic arithmetic*
- *monitor and support Pupil Premium and all children's mental health and well-being and nurture a love for learning*
- *positively support children's school attendance and punctuality*

Although all our children require quality first teaching, it is our disadvantaged children who have shown they particularly benefit and thrive given this environment. Overall, it is our disadvantaged children who have been most affected by the impact of the pandemic and it is many of our disadvantaged children who have the most complex barriers to learning to overcome. In addition many of our disadvantaged children have a low starting point and require greater catch up to achieve their full potential.

Our more able disadvantaged pupils also flourish in a classroom environment of high quality teaching including effective adaptive teaching. They benefit from being given rich opportunities to inspire learning and raise their aspirations

For our disadvantaged pupils we will:

- *Monitor closely their needs and progress against the criteria above*
- *Positively discriminate using PP funding to overcome any barriers to learning*
- *Positively discriminate to ensure necessary 'catch up' and 'keep up' support.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps across school and amongst many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is hindering children's progress in reading comprehension.
2	Assessments, observations and discussions with pupils show that disadvantaged children are not as secure as other children in phonics . This has been compounded by missed schooling in the first Covid19 lockdown.
3	Assessments, observations and discussions with pupils show that disadvantaged children are not performing as well as other children in school in reading . This has also been compounded by missed schooling in the first Covid19 lockdown.
4	Assessments, observations and discussions with pupils show that disadvantaged children are not performing as well as other children in school in basic arithmetic . This has also been compounded by missed schooling in the first Covid19 lockdown.
5	Observations and formal assessment scores indicate that some of our disadvantaged children lack the resilience to persevere when challenged or have limited ambition . Poor attendance can also be a barrier to learning. This is hindering their progress and preventing some pupils from meeting their full potential

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
Improved oral language skills and vocabulary for all children, particularly disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Evidence of progress in summative assessments - Welcomm, NELI and reading and writing assessments
Improved phonics attainment for all children, particularly disadvantaged pupils	Assessments demonstrate significantly improved phonic skills among disadvantaged pupils. All staff fully trained in the Little Wandle phonics programme.

	<p>Evidence of improved teaching and learning in phonics across school through observation and independent reading reviews</p> <p>2023/2024</p> <p>94% pupils pass Year 1 phonic screening assessment.</p> <p>100%+ of non SEND pupils competent in phonics and pass Year 1 phonic screening assessment</p> <p>SEND pupils meet aspirational phonics targets</p> <p>Disadvantaged pupils perform as well as or better than other children</p>
Improved reading attainment at the end of KS2 for all children, particularly disadvantaged pupils	<p>Improved reading outcomes in 2023/24</p> <p>90% non SEND children across KS2 in reading in 2023/24 including disadvantaged pupils meeting the expected standard</p> <p>SEND children show progress against ambitious IEP reading targets</p>
Improved maths attainment at the end of KS2 for all children, particularly disadvantaged pupils	<p>Improved mathematics outcomes in 2023/24</p> <p>90% non SEND children across KS2 in arithmetic in 2023/24 including disadvantaged pupils meeting the expected standard</p> <p>SEND children show progress against ambitious IEP arithmetic targets</p>
Increase attendance, resilience and aspiration for all pupils, particularly our disadvantaged pupils	<p>Sustained high levels of attendance for:</p> <ul style="list-style-type: none"> • all pupils • disadvantaged pupils <p>which are above the national average</p> <p>Evidence of reduced persistent absence year on year.</p> <p>Increased confidence of disadvantaged pupils when faced with challenge, particularly in test situations, leading to higher performance.</p> <p>Evidenced through formative and summative assessments and class observations</p> <p>Evidence of disadvantaged pupils drawing on strategies taught to develop resilience in school.</p> <p>Increased opportunities built into the curriculum for children to see and hear about opportunities for the future and the success of others.</p> <p>Evidence of children's aspirations increasing through pupil voice.</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: £ 7590 to July 2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed WellComm language programme in Nursery</p> <p>Embed NELI language programme in Reception including training</p> <p>Embed practice of explicit teaching of vocabulary within lessons throughout the school</p> <p>Targeted speech Therapist support where needed</p>	<p>Oral Language Interventions have a strong evidence base to improve skills</p> <p>Oral Language Interventions EEF Toolkit</p>	1
<p>Embed role of the Reading Lead to effectively implement the Little Wandle Phonics programme across school.</p> <p>Ensure</p> <ul style="list-style-type: none"> • effective training for all teaching staff • practical support and training to implement the programme • sufficient, high quality resources • time allocation for implementation • regular and specific monitoring of progress 	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EE</p>	2,3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI targeted intervention for Reception children</p>	<p>Oral Language Interventions have a strong evidence base to improve skills</p> <p>Oral Language Interventions EEF Toolkit</p>	1
<p>Targeted speech and language intervention: small group by trained TAs</p>	<p>Small group targeted tuition has a strong evidence base for accelerating progress</p> <p>Small group tuition EEF Toolkit</p>	1

<i>1-1 with speech therapist</i>	One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	
<i>Phonics keep up/catch up small group and 1-1 interventions</i>	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 EE One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	2/3
<i>Fluency reading intervention groups</i>	Small group targeted tuition has a strong evidence base for accelerating progress Small group tuition EEF Toolkit One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	3
<i>Arithmetic skills keep up catch up small groups and 1-1 interventions</i>	Small group targeted tuition has a strong evidence base for accelerating progress Small group tuition EEF Toolkit One to One targeted tuition has a strong evidence base for accelerating progress 1-1 tuition EEF Toolkit	4

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

Budgeted cost: £20,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Close monitoring of attendance - EWO/HT Early intervention by EWO & family support manager to support attendance and punctuality where required</i>	SJB's own historic evidence over 5 years demonstrates the impact of EWO intervention on school attendance. Attendance has a direct impact on improved learning. Parental engagement EEF toolkit	5, 1,2,3,4

<p><i>Developing Mindfulness as a strategy to support well being</i></p> <p><i>Visitors to school and visits to widen aspirations</i></p> <p><i>Introduce mentors to be positive role models</i></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>Mentoring EEF toolkit</p>	5
<p><i>Contingency fund for acute issues</i></p>		All
<p><i>Training for all staff on metacognition and self regulation. Agree whole school practice.</i></p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>EEF Report Metacognition</p>	5

Total budgeted cost: £82,975

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.

Attendance and Engagement 2021-22

Speech and Language Development across the school 2021-22

Welcomm assessment: 41% of children were on track in nursery in Spring 2022.

Following intervention 75% of children were on track.

NELI assessment: 86% of children were on track at the start of reception 2021 and 93% at the end of reception 2022. The two children not on track have very specific SEND and have made good progress.

93% of Reception children also passed the Welcomm screening in Summer 2022

Teaching observations and teaching resources clearly demonstrate the explicit teaching of vocabulary across the school. Children speak confidently in lessons. Book scrutiny demonstrates children using a range of vocabulary. Reading standard at the end of KS2 2022 was 96%, in the highest 10%.

Phonics and Reading 2021-22

Results for Year 1 and Reception have increased from previous years and Year 1 phonics screening results are above the national at 90%. 90% are also on track for reception which is higher than in previous years. All non SEND children in Year 1 and 2 have passed the phonic screening.

In addition the school has a clear knowledge of children who are still not confident in phonics in KS2. 110/113 (97%) are competent at phonics. 3 children still need to meet the phonics screening standard in KS2 (all EHCP). Intervention has also allowed other children to fill specific phonic learning gaps using Little Wandle assessments and develop greater fluency in reading.

In January 2022 88% of the whole school were on track in phonics. In July 2022 94% of the whole school were on track in phonics.

Basic Numeracy 2021-22

Children in EYFS/ lower KS2 made significant progress in basic arithmetic. There is also evidence of catch up further up the school. However, there are still gaps in learning and further focused work needs to be done.

Whole school attendance 93.82% PP attendance 92.51% 2021-22

Attendance dropped last year for all pupils. The main factor was the requirement for pupils to continue to self isolate if Covid19 positive, in addition to other outbreaks of flu and viruses. The requirement for children to self isolate was included in their absence data.

Attendance continues to be monitored closely by the Headteacher and the EWO. Good attendance is promoted in school through assembly and through the school ethos and school values. The EWO, follows up low attendance and where needed pupils will have an attendance action plan

The role of the school counsellor and family support worker allowed any concerns from children or families to be addressed quickly. This supported children's emotional, social and mental well-being and enabled children to access learning. Evidence can be seen through individual case studies and individual children's progress.

Increased resilience and aspirations

Joseph Askew from the LA virtual school led whole school staff training on working with pupils who have experienced trauma.