

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 Moss Primary School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	12 th October 2021.
Date on which it will be reviewed	September, 2024
Statement authorised by	Mrs C Woolley
Pupil premium lead	Mrs C Woolley
Governor / Trustee lead	Mr C Speed.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,320.00

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Barton Moss our aim is to ensure disadvantaged pupils achieve highly by providing an exceptional curriculum, including a range of opportunities and experiences which ensures that they can make excellent progress in their learning. Our aim is set out in two main objectives:

- 1. To close the attainment and progress gap between disadvantaged pupils in school and non-disadvantaged pupils nationally.*
- 2. To ensure disadvantaged pupils have access to and take up a wide, rich set of experiences which develop their interests and talents.*

At Barton Moss we have taken an evidence informed approach to our PP strategy plan. Using the EEF 'Guide to the Pupil Premium' we have planned a tiered approach to our PP spending to balance our approach to improving teaching, targeted academic support and wider strategies. We identify key factors and trends in need and identify the strategies we need to put in place. Using the schools Analyse School Performance (ASP) and other sources of data we look for trends in progress and attainment across the group. We evaluate our current provision on an annual basis and use the findings to decide our priorities and how we are going to meet them by putting in place clear success criteria.

Challenges

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

Challenge number	Detail of challenge
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1	A significant proportion of children enter EYFS with very low language skills which impacts on speaking and listening, communication and language and reading skills which impacts on all areas of learning.
2	The percentage of pupils expected to achieve reading, writing and maths combined in key stage one is lower than those expected in key stage 2 .
3	Progress in reading by the end Key Stage 2 is less than the progress for Non-DA pupils nationally. In 2022/23 - 4.0
4	Persistent Absence is higher in DA pupils than that of Non-DA pupils in school. In 2022-23 with a gap of -8.5%.
5	Many DA pupils have few opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips. Financial constraints result in inability to purchase educational resources, including study support materials and IT facilities
6	Lack of personal aspirations and/or an understanding of career possibilities and future academic opportunities. Low self-esteem and confidence.

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
Continue to raise attainment in reading in EYFS and KS1 by developing children's understanding and effective use of phonics and other early reading strategies.	The % of pupils eligible for PP achieving the expected standard in reading is at least in line with the % for non PP Nationally.
Raise attainment in reading across KS1 and KS2 by developing pupils' fluency and understanding of language and inference skills.	The % of pupils eligible for PP passing the phonics screening test in year 1 (and the re-take in Y2) is at least in line with the % for non PP Nationally.
Improve oral language skills of DA pupils in EYFS- to set a firm foundation for their educational journey.	DA pupils in EYFS make better than expected progress in Communication and Language and reading by the end of the year.

Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build their mathematical knowledge.	The attainment of DA pupils is at least in line with the % for non DA pupils. Where this is not the case, DA pupils make better than expected progress and the gap between them and their peers is closing.
To enable all DA pupils to make better than expected progress in learning through a range of targeted strategies designed to support and increase pace of learning in Reading, Writing and Maths.	DA pupils make better than expected progress. At least 6.0 points per year.
Increased attendance rates for DA pupils	Persistent absentees among DA pupils decreases from -8.5%
The attendance of DA pupils at extra-curricular activities is strong.	All DA pupils access at least one extra-curricular club per term.

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: £ [100,00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development in the teaching of phonics, reading and writing.	Improving Literacy in Key stage 1 and 2.EEF	1,2,3
Staff development in the assessment of writing through Ready, Steady, Write	Improving Literacy in Key stage 1 and 2.EEF	1,2,3

Additional teaching support from the Deputy Head teacher and maths lead 0.5 in Y5. Additional teaching support in Y6 from SENDCo	Reducing Class sizes EEF. There is evidence to support the positive impact of reducing class sizes from the EEF (2018) when it is below 20. Additional teachers are utilised to reduce class sizes below 20 in line with research.	1,2,3
Additional teaching support in Y6 from SENDCo	Reducing Class sizes EEF. There is evidence to support the positive impact of reducing class sizes from the EEF (2018) when it is below 20. Additional teachers are utilised to reduce class sizes below 20 in line with research.	1,2,3
Deputy Head and maths lead to support the development of teachers in co-teaching of reading, writing and maths.	Improving Literacy in Key stage 1 and 2.EEF Improving maths in KS2. EEF	1,2,3
Participation in the Maths TT Rock stars online across school.	Improving maths in the Early Years and KS1, EEF. Improving maths in KS2, EEF.	1,2,3
Participation in the Literacy Spelling Shed across school.	Improving Literacy in Key Stage 1 and 2, EEF.	
Reading and Writing Literacy Consultant to work with all year groups for support for effective teaching and learning.	Improving Literacy in Key Stage 1 and 2.EEF	1,2,3
New writing scheme in place ready, Steady Write. Consultant to support teachers termly.	Additional focus on supporting pupils to improve writing skills to concentrate on the content of writing, and support engagement and motivation, EEF.	1,2,3
School Improvement Partner to work with core subject leaders to show impact on curriculum.	Effective Professional Development, EEF.	1,2,3

Staff development linked to cognitive science.	EEF	1,2,3
Completion of the NPQs by five teachers	Continuing Professional Development EEF.	1,2,3

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

Budgeted cost: £ [30,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring of phonics.	Improving Literacy in Key stage 1 and 2.EEF	1
Delivery of NELI/WELCOM for Reception/Y1 pupils identified through the assessment as below average.	Preparing for Literacy EEF. 2018 OFSTED area for improvement Addressing research into the '30 Million Word Gap' Vocabulary acquisition vital to raising attainment in reading / comprehension 2020 OFSTED suggested 'continue to use research to improve phonics/Reading outcomes with the new established approaches'.	1

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

Budgeted cost: £ [40,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidising for school visits and visitors – whole school	Enrichment EEF. It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore providing this opportunity for PP children increases their experiences and therefore academic performance.	5
The community hub used to support wider community engagement, including family club, afternoon tea/bingo and youth club, adult mental health sessions, baby clinic, adult cooking classes.	EEF suggests that active engagement with parents and the community is a low cost effect way to maximise impact on pupils learning and again has a positive impact on average 4 months additional progress/ "It is crucial to consider how to engage with all parent to avoid widening attainment gap." (2018) EEF also suggests that active engagement with parents and families and understanding family lives provides clear starting points for schools to move forward when supporting pupils and in fact increases attendance rates. EEF Working with parents to support children's learning (2021).	4,5,6
Workshops for parents linked to RSHE curriculum.	Working with parents to support children's learning EEF.	6
Literacy and maths based workshops for parents on phonics, reading with your child and teaching number.	Working with parents to support children's learning EEF. Research from the Education Endowment Foundation supports this approach: The EEF Guide to Pupil Premium (2019) and the tiered approach of: • Teaching • Targeted Academic Support • Wider Strategies	1,2,3,
Curriculum Resources – to enable high quality remote learning. This includes the investments of new laptops from various companies to improve both computing skills and other academic learning skills.	Working with parents to support children's learning EEF.	1,4,5

Place2Be/Place2Talk coffee mornings for parents.	Working with parents to support children's learning, EEF. Healthy minds- analysis of health outcomes published, EEF.	6
Extra-curricular clubs and after school provision. Support DP children's learning through enhancing the quality of the wider curriculum and through the use of specialist staff in extracurricular clubs. Support DA pupils through the before and after school provision to improve attendance and support SEMH needs of pupils.	Enrichment EEF. It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Therefore providing this opportunity for PP children increases their experiences and therefore academic performance.	4,5,6

Total budgeted cost: £ [170,00]

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 2023 to 2024 academic year.

Our internal assessments and statutory assessments during 2023/2024 suggested that the performance of disadvantaged pupils was better than in previous years.

At the end of Reception 75% of DA pupils achieved GLD compared with 50% of all pupils Nationally.

In Year 1 92% of DA pupils passed the phonics check compared with 69% of DA nationally.

By the end of Key Stage 2 60% of DA pupils achieved combined Reading, writing and maths compared with 73% of Non-DA pupils Nationally.

100% of DA pupils made at least the expected progress or better across Reception in Communication and language

15% of DA pupil in KS2 are working at Greater Depth combined compared to 9% of Non-DA pupils.

Attendance of DA pupils was 91.5% across the year, compared with 93% for the whole school.

The number of pupils attending extra-curricular activity is increasing significantly due to the offer of clubs provided by the school.

