

Barkisland CE VA Primary School

Pupil Premium Strategy Statement



Barkisland CE (VA) Primary School
WE BELIEVE, WE NURTURE, WE SUCCEED!

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Barkisland CE VA Primary
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	6.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Firstly, in December 2021, then Dec 2022 after review, November 2023 after review and in November 2024 after review
Date on which it will be reviewed	November 2022 and annually thereafter
Statement authorised by	Becky Schofield
Pupil premium lead	Becky Schofield
Governor / Trustee lead	Julie Raven

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,550
Recovery premium funding allocation this academic year	£1,500
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	£24,050

Part A: Pupil premium strategy plan

Statement of intent

At Barkisland CE VA Primary School, we design our curriculum and wider school experiences to enable all to flourish. Our vision, 'We believe, We nurture, We succeed' underpins school life, supported by our 10 core values: Believe, Aspire, Respect, Koinonia, Inclusive, Success, Love, Achieve, Nurture and Dream.

Irrespective of children's starting points, backgrounds, vulnerabilities and barriers to learning, we have high aspirations and ambitions for all of our pupils. Our staff team are dedicated to unlocking any barriers to learning for pupils and aim to equip them with the necessary skills and values required to succeed. We strongly believe that all learners should be able to reach their full potential within our holistic curriculum. It is intended that when pupils leave our school, they will have a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

At Barkisland Primary School, we have relatively small numbers of pupils who are eligible for the Pupil Premium funding. Just under half of the funding is made up by the Pupil Premium Plus eligibility (children who are Looked-after children or are ceased to be looked-after due to adoption, special guardianship order or child arrangements order). We recognise that the needs of our Pupil Premium children are diverse and there is not uniform approach for meeting their needs

All pupils access quality first teaching daily with a heavy focus on inclusivity and adaptive teaching. Highly qualified staff support trained teachers in classes throughout the week in order to reduce the Teacher: Pupil ratio, offering bespoke, intensive and time-limited support. Because of this approach, the vast majority of pupils make good progress within lessons and over time relative to their starting points. Where this is not the case, carefully designed intervention groups or pre/post teaching sessions take place in addition to this.

Challenges

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

Challenge number	Detail of challenge
1	The proportions of pupils with impacting mental health issues have increased following the closure of schools due to the Covid pandemic.
2	Lower attainment and slower rates of progress made by some PP pupils, which has been compounded further by the National Lockdowns due to the pandemic
3	Attendance can be sporadic for some of our PP pupils.
4	For some PP pupils, extra-curricular activities are limited.

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																																								
That mental health and well-being remains high on the school's agenda for all stakeholders and pupils are well supported.	<p>That school has a designated and appropriately trained staff member responsible for prioritising the well-being of pupils and staff.</p> <p>Pupils feel that their well-being and mental health is well supported. They know how to seek support.</p> <p>The role of the Pastoral Support Worker is less reactive and follows a more pro-active approach. Although there will always be elements of this role which requires a reactive one.</p> <p>Pupil well-being and mental health is strong compared with local and national data. Evidenced by the annual Electronic Health Needs Assessment (Year 5/6 and compared to Calderdale)</p>																																								
Children to make at least expected (or accelerated) rates of progress in Reading, Writing and Maths.	<p>From, their starting points, pupils access high quality daily teaching coupled with carefully planned and timely interventions in Reading, Writing and Maths, resulting in expected (EXP) or better than expected rates (BTE) of progress.</p> <table border="1"> <thead> <tr> <th></th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td></td> <td colspan="3">Reading</td> <td colspan="3">Writing</td> <td colspan="3">Maths</td> </tr> <tr> <td></td> <td>90%</td> <td>92%</td> <td>95%</td> <td>90%</td> <td>92%</td> <td>94%</td> <td>80%</td> <td>77%</td> <td>93%</td> </tr> <tr> <td></td> <td>42%</td> <td>23%</td> <td>10%</td> <td>25%</td> <td>15%</td> <td>3%</td> <td>50%</td> <td>15%</td> <td>4%</td> </tr> </tbody> </table> <p>This shows the rates of progress for ALL children from Y1 – Y6 based on Teacher Assessment (except for Y6 which is based on SATS data).</p>		2022	2023	2024	2022	2023	2024	2022	2023	2024		Reading			Writing			Maths				90%	92%	95%	90%	92%	94%	80%	77%	93%		42%	23%	10%	25%	15%	3%	50%	15%	4%
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The BTE rates of progress is slowing down due to higher attainment and maintained rates of progress.

To narrow the attainment gap between PP pupils and non PP pupils

Nationally, the gap between disadvantaged pupils and non-disadvantaged pupils attaining expected levels in Reading, Writing and Maths was 20% in 2019, 23% in 2022 and 22% in 2024. In 2024, the national gap between disadvantaged pupils and non-disadvantaged pupils is, 17% in reading, 20% in writing, 20% in maths and remains at 22% in RWM combined.

	PP Pupils (Y1-Y6) attaining at ARE			KS2 National Data – all pupils		
	2022 (12 pupils)	2023 (12 pupils)	2024 (11 pupils)	2022	2023	2024
RWM combined	40% (-19%)	38% (-21%)	37% (-24%)	59%	59%	61%
Reading	75% (+1%)	69% (-4%)	64% (-10%)	74%	73%	74%
Writing	42% (-27%)	53% (-18%)	45% (-27%)	69%	71%	72%
Maths	60% (-11%)	46% (-27%)	64% (-9%)	71%	73%	73%

Given the small number of pupils involved in the school data, it can be difficult to make direct comparisons as each pupil represents 8-9%. The table above compares the PP pupils against the KS2 national data for all pupils.

In 2024 nationally, the gap in RWM is 22%, so we are in-line with national figures.

In Reading, the school gap is lower than the national gap.

In Writing, the school gap is above the national gap by 7% points (but this is roughly 1 pupil)

In Maths the school gap is lower than the national gap

When comparing to disadvantaged pupils nationally, we are above national figures in reading (62%) and maths (59%), and slightly below in RWM (45%) and writing (58%).

<p>That attendance for our PP pupils is in line with our attendance target of at least 97%</p>	<p>That attendance is at least 97% for our PP pupils. Where it is lower, or on a declining trend, there is sound evidence that this is being addressed.</p> <table border="1" data-bbox="472 277 1318 607"> <thead> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>Average for all PP pupils</td> <td>96% 12 pupils</td> <td>96.7% 12 pupils</td> <td>95.4% 11 pupils</td> </tr> <tr> <td>Average for all pupils</td> <td>94.8%</td> <td>96.3%</td> <td>96.6%</td> </tr> <tr> <td>Difference</td> <td>+1.2% higher for PP pupils</td> <td>+0.4% higher for PP pupils</td> <td>-1.2% lower for PP pupils</td> </tr> </tbody> </table> <p>In 2023/4 the average attendance for PP was lower than for all pupils. This was due to 3 pupils attendance (out of 11) being between 90-95% due to some absences due to illness.</p>		2021/22	2022/23	2023/24	Average for all PP pupils	96% 12 pupils	96.7% 12 pupils	95.4% 11 pupils	Average for all pupils	94.8%	96.3%	96.6%	Difference	+1.2% higher for PP pupils	+0.4% higher for PP pupils	-1.2% lower for PP pupils																								
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<p>Opportunities for PP children to widen their extra-curricular experiences are frequent.</p>	<p>PP pupils are the highest priority for requesting places at an extra-curricular club where sessions are offered free of charge.</p> <p>All trips and visit are funded for PP pupils so that attendance at these are not financially limiting for families.</p> <p>Over time, PP pupils have a wide range of experiences outside of the school day by attendance at clubs.</p> <table border="1" data-bbox="472 1001 1318 1695"> <thead> <tr> <th>No of clubs attended</th> <th>2021/22 Spring 2 and summer term only</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>9%</td> <td>23%</td> <td>27%</td> </tr> <tr> <td>1</td> <td>18%</td> <td>0%</td> <td>9%</td> </tr> <tr> <td>2</td> <td>9%</td> <td>8%</td> <td>0%</td> </tr> <tr> <td>3</td> <td>9%</td> <td>31%</td> <td>18%</td> </tr> <tr> <td>4</td> <td>9%</td> <td>8%</td> <td>9%</td> </tr> <tr> <td>5</td> <td>18%</td> <td>8%</td> <td>9%</td> </tr> <tr> <td>6</td> <td>18%</td> <td>0%</td> <td>18%</td> </tr> <tr> <td>7</td> <td>9%</td> <td>8%</td> <td>9%</td> </tr> <tr> <td>Average number of clubs attended</td> <td>3.6</td> <td>3.1</td> <td>3.3</td> </tr> </tbody> </table>	No of clubs attended	2021/22 Spring 2 and summer term only	2022/23	2023/24	0	9%	23%	27%	1	18%	0%	9%	2	9%	8%	0%	3	9%	31%	18%	4	9%	8%	9%	5	18%	8%	9%	6	18%	0%	18%	7	9%	8%	9%	Average number of clubs attended	3.6	3.1	3.3
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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: £14,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and purchase of WRM maths schemes workbooks and resources to support the implementation of the scheme across the school.	<p>The White Rose Maths scheme is a mastery approach to the teaching of maths for the Primary Age phase.</p> <p>The EEF guidance report on Improving Mathematics in KS2 and 3 supports the structure of the WRM scheme https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	2
Implementation of a DFE validated Phonics scheme to ensure a consistent approach within a carefully planned structure	<p>Monster Phonics is the chosen scheme in school and was adopted in September 2022. This will be embedded within the school year 2023/24</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p>	2
Implementation of a Guided reading scheme in KS2 for the teaching of reading and reading strategies.	<p>Plazoom was chosen as the scheme to support this at KS2 as it encompasses the elements of effective reading strategies as detailed in the EEF research with an impact measure of +6 months at primary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2
Investing in the management and leadership of the Early Years unit with 1 day per week non-teaching commitment.	<p>Having qualified and experience leaders to support the entire EYFS unit will ensure that as soon as children begin to attend our school (in our Nursery provision from age 3), they are experiencing rich, educational learning opportunities enabling them to flourish with strong foundations for learning. Many of the aspects of the EEFs EYFS toolkit are utilised within this area</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p>	

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

Budgeted cost: £18,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school's Higher Level Teaching Assistant is employed each morning to offer targeted intervention across the school, based on a needs analysis. Also, working strategically across classrooms to offer intensive support within the classroom setting, working alongside the classroom teacher</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, to those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group intervention to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>2</p>

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

Budgeted cost : £17,231.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Pastoral Support Worker in school every day to work with individual children, small groups of children and families. Also supporting classroom based staff to support children in need of pastoral support in school.</p>	<p>The NFER's research- recovering from Covid-19: What Pupils and Schools need now reported that 'there are widespread concerns for pupils' wellbeing and mental health'</p> <p>https://www.nfer.ac.uk/media/4593/covid19_what_schools_and_pupils_need_now_policy_briefing.pdf</p>	<p>1,2 and 3</p>
<p>Well-Being Warriors is a Mental Health & Emotional Wellbeing programme for primary school children (10 week programme) who require an intervention that will best develop their emotional literacy.</p>	<p>Anna Freud's publication around supporting pupils mental health and wellbeing following the impact of the pandemic.</p> <p>https://www.annafreud.org/media/12070/coronaviruses-wellbeing-final.pdf</p>	<p>1,2 and 3</p>

<p>10 children will undertake the programme in Summer term 22 and another 10 children in the Autumn term 22, Spring term 23 and Autumn term 23.</p>		
<p>Specific support for pupils to support with increased levels of attendance e.g free attendance at wrap around care</p>	<p>Regular attendance at school is absolutely critical to support the development of children both academically and socially. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3</p>
<p>Access to free extracurricular clubs, trips and visits for eligible pupils.</p>	<p>Gill Main, University of Leeds 2018 conducted a study into disadvantaged families and found that children within these families were: 6.7 times more likely to have pretended to their friends that they did not want to do something that cost money along with being 4.4 times more likely to miss out on social activities. Taking out the cost element of extra-curricular events, allows the children to have better access to a wider curriculum and opportunities. https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897</p>	<p>4</p>

Total budgeted cost: £50,410.25

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. Due to the small number of children in receipt of the pupil premium funding at Barkisland School, comparing data against a cohort is not entirely helpful, as the class with the largest proportion of PP children, is 3 pupils. Therefore, the internal data has been presented anonymously below, without comparison to the whole class. Naturally, the impact of school closures due to the global pandemic, has had an impact on the progress and attainment of pupils across school.

The table below show the attainment and progress data for our pupil premium children in school for last academic year as a whole. The colours represent the level of attainment in line with the rainbow system (red and orange – emerging, yellow and green – expected, blue and purple – exceeding/mastery). If there is no commentary in the box, the pupil has made expected progress i.e. progressed a whole band colour that year. Where there are comments, it states whether more progress was made or not. Plus or minus refer to number of colour bands.

Pupil	Reading	Writing	Maths
A FSM	Did not meet target -1	Did not meet target -2	Did not meet target -2
B FSM		Year band below	
C PP+			
D FSM			Did not meet target -1
E FSM		Did not meet target -1	Did not meet target -1
F FSM	Did not meet target -1		
G PP (forces)	Exceeded target +1		
H FSM			
I PP+			
J PP+			
K PP+			
L PP+		Did not meet target -1	Did not meet target -2
M PP+	Did not meet target -1	Did not meet target -1	

As the table shows, the majority of our disadvantaged pupils are making the progress which is expected of them, despite the challenges and impact that 2 national lockdowns will have had.

For the pupils (still in school) who did not meet their end of year target, they are being closely monitored and additional provision put in place where necessary. It also pleasing to see that almost all of these children are attaining within their age band and many within the expected brackets (yellow and green).

Our 2021 internal data, on average, showed that the gap between our PP pupils and all pupils is 12% for Reading and Maths and 14% for Writing. We aim for this gap to diminish over time.

2021/22 Data

Due to the small number of children in receipt of the pupil premium funding at Barkisland School, comparing data against a cohort is not entirely helpful, as the class with the largest proportion of PP children, is 5 pupils, with some classes only containing 1 child in receipt of the funding. Therefore, the internal data has been presented anonymously below, without comparison to the whole class.

The table below show the attainment and progress data for our pupil premium children in school for last academic year as a whole 2021/22. The colours represent the level of attainment in line with the rainbow system (red and orange – emerging, yellow and green – expected, blue and purple – exceeding/mastery). If there is no commentary in the box, the pupil has made expected progress i.e. Progressed a whole band colour that year. Where there are comments, it states whether more progress was made or not. Plus or minus refer to number of colour bands.

Pupil	Reading	Writing	Maths
A FSM	Exceeded target + 2		
B FSM	Exceeded target + 1	Exceeded target + 1	Did not meet target -1
C PP+			
D FSM	Exceeded target + 1	Exceeded target + 1	Exceeded target + 1
E FSM	Exceeded target + 1		Exceeded target + 1
F FSM	Year band below Did not meet target -3	Year band below Did not meet target full band	Did not meet target -1
G FSM			
H PP+	Exceeded target + 2	Exceeded target + 1	Exceeded target + 1
I PP+			Exceeded target + 1
J PP+			Exceeded target + 1

There are also 2 children who are in receipt of PP in last year's reception cohort. One pupil attained a GLD while the other did not. This data matched the targets for these pupils.

As the table shows, the majority of our disadvantaged pupils are making the progress which is expected of them with many exceeding their end of year targets. 90% of pupils made expected or better progress in reading, and writing, with 80% in Maths.

There is one pupil who did not meet their target in all three areas and significantly in English. This pupil was added to the school's SEND register and receives regular intervention.

It is pleasing to see that so many of our PP pupils have exceeded their end of year targets: 50% in reading, 30% in writing and 50% in Maths.

There is only one pupil who is attaining below the age-related expectations.

2022/23 Data

Due to the small number of children in receipt of the pupil premium funding at Barkisland School, comparing data against a cohort is not entirely helpful, as the class with the largest proportion of PP children, is 6 pupils, with some classes only containing 1 child in receipt of the funding. Therefore, the internal data has been presented anonymously below, without comparison to the whole class.

The table below show the attainment and progress data for our pupil premium children in school for last academic year as a whole 2022/23. The colours represent the level of attainment in line with the rainbow system (red and orange – emerging, yellow and green – expected, blue and purple – exceeding/mastery). If there is no commentary in the box, the pupil has made expected progress i.e. Progressed a whole band colour that year. Where there are comments, it states whether more progress was made or not. Plus or minus refer to number of colour bands.

Pupil	Reading	Writing	Maths
A FSM	Exceeded target + 1		Did not meet target -1
B FSM			Did not meet target -1
C PP+	Did not meet target -1		Did not meet target -1
D FSM			
E PP+			
F FSM	Year band below	Year band below Did not meet target -1	Exceeded target + 3 (full band)
G PP+			
H PP+			Exceeded target + 1
I FSM	Exceeded target + 1		
J FSM			
K PP			
L PP+	Exceeded target + 1	Exceeded target + 1	
M FSM			

Almost all pupils made expected progress in reading and writing - 92%. 23% made better than expected progress in Reading with 15% in writing. In maths 77% of pupils made expected

progress, with 15% making better than expected. It is worth noting that one pupil made rapid progress of one full age band in maths.

70% of this PP cohort are attaining at an expected level when measured against age related expectations in reading, 54% in writing and 54% in maths.

There is only one pupil who is attaining at an age band below. This is now only for Reading and writing. This pupil has made great progress in maths and is now attaining at age related levels, albeit within the emerging band.

2023/24 Data

Due to the small number of children in receipt of the pupil premium funding at Barkisland School, comparing data against a cohort is not entirely helpful, as the class with the largest proportion of PP children, is 6 pupils, with some classes only containing 1 child in receipt of the funding. Therefore, the internal data has been presented anonymously below, without comparison to the whole class.

The table below show the attainment and progress data for our pupil premium children in school for last academic year as a whole 2023/24. The colours represent the level of attainment in line with the rainbow system (red and orange – emerging, yellow and green – expected, blue and purple – exceeding/mastery). If there is no commentary in the box, the pupil has made expected progress i.e. Progressed a whole band colour that year. Where there are comments, it states whether more progress was made or not. Plus or minus refer to number of colour bands.

Pupil	Reading	Writing	Maths
A FSM			Did not meet target -1
B FSM			Did not meet target -1
C PP+			
D FSM		Exceeded target + 1	
E PP+			
F FSM			
G PP+			
H FSM			
I PP			
J PP+			Did not meet target -1
K FSM	Did not meet target -1	Did not meet target -1	

Almost all pupils made expected progress in reading and writing - 91%. 9% made better than expected progress In writing. In maths 73% of pupils made expected progress.

64% of this PP cohort are attaining at an expected level when measured against age related expectations in reading and 54% in maths. There are a wider proportion of pupils who are attaining below age related expectations in writing.

All pupils are attaining within their age related expectations, albeit with some pupils working within an emerging level.

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
PIRA assessment tests	Rising stars
Well- Being Warriors	LHT Well-Being
Counselling Services	LHT Well-Being
TT Rockstars	Maths Circle
CPOMS	CPOMS Systems Limited
SEESAW	SEESAW
My Maths	Oxford University Press
Active Maths and Active English	Teach Active
Provision Map	Edu key
White Rose Maths	White Rose Maths
Monster Phonics Programme	Monster Phonics
Plazoom Guided reading	Plazoom
Arithmagicians	The Curve

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?	The Service Premium was spent in alignment with the whole school pupil premium strategy (see documentation). Any bespoke needs identified, and funds allocated where needed.
What was the impact of that spending on service pupil premium eligible pupils?	See data above.

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.