

## 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	Barnsbury Primary School and Nursery
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Harrup (Headteacher)
Pupil premium lead	Louise Powell (Deputy Head and Inclusion Leader)
Governor / Trustee lead	Claire Caine

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,665
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,800

## Part A: Pupil premium strategy plan

### Statement of intent

At Barnsbury Primary School and Nursery, we have high expectations and ambitions for all of our pupils, including those eligible for Pupil Premium funding. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We prioritise building on our children's actual starting points and building on prior learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We use a variety of tools to assess secure learning which allow teachers to assess what children have retained, or not and therefore feeds into future planning.

Assessment helps to ensure all pupils including disadvantaged

- are challenged in the work that they're set
- have interventions that are well targeted to meet every individual's child's needs
- whole school approach is adopted in which all staff take responsibility for all pupils' outcomes and raise expectations of what they can achieve
- ensure the emotional and social well-being of our children is paramount

## 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 under developed <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils across the school.
2	<p>Assessments and observations indicate that disadvantaged pupils frequently have additional needs that further impact their learning e.g. Special Educational Needs and Disabilities (SEND), Adverse Childhood Experiences (ACEs). This has resulted in significant gaps leading to pupils falling further behind age-related expectations both emotionally and academically.</p> <p>21% of our PP children also have a SEND need and 60% of our PP children have had some Pastoral intervention or social services support. This has resulted in pupils needing extra support with both learning and social and emotional intervention.</p>
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our assessments observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils and a <b>lack of enrichment</b> opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their academic attainment.
5	<p>Our assessments and observations indicate that the education and <b>wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 88.8% and 92.4% which is lower than for non-disadvantaged 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
Improved oral language skills and vocabulary among 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 on-going formative assessment.
Raise the profile of Reading for PP children to engage them and develop a love of books	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improve attainment for disadvantaged pupils at the end of KS2	KS2 writing and maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improve attainment for disadvantaged pupils at the end of KS1	KS1 writing and maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>• the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being reduced.</li> </ul>
To improve and provide support for the well-being and emotional health of these children	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

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|  | <ul style="list-style-type: none"><li>• bullying remains rare and continues to be addressed immediately if it occurs.</li></ul> |
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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: **£33,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1,2,3</p>
<p>Class teacher support in class – guided teaching groups, small group intervention, etc. Targeted support within core subjects and across the curriculum, to enable pupils to make accelerated progress</p>	<p>High quality teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a positive impact: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2,3</p>

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

Budgeted cost: £17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition for KS2 pupils – Third space learning	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3
Lexia – Reading intervention for KS1 and KS2	<p>Online reading programme targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>Lexia intervention</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a></p>	
Speech and language Interventions and talk groups run by speech and language therapist	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	3
School Led Tutoring	<p>Maths and language interventions run by teaching assistants through the school Led Tutoring grant. TA's have carried out training and are carrying out interventions through Numicon, Literacy for all Strategy</p>	2,3
Reading Buddies Coram	<p>1:1 Reading Partnership set up with Reading mentors in Key stage one and two.</p>	3

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

Budgeted cost: £49,500

Activity	Evidence that supports this approach		
<p>ELSA to provide interventions around anxiety support and emotional</p> <p>Regulation including Circle of Friends; friendship/social support; art and craft; well-being groups;</p> <p>To ensure provision for those children who need additional emotional support through play therapy</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,5	
<p>To provide vouchers to ensure children have the opportunity to enriched experiences such as clubs and extra-curricular activities</p>	<p>To allow all our children to have opportunities to take part in clubs and enrichment activities.</p> <p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p>	4	
<p>Increased Forest schools provision</p>	<p><a href="https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside">https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside</a></p>	3,4	
<p>To support families with cost residential so all children can benefit from enriched learning opportunities.</p>	<p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p>	4	



<p>Ensure all Pupil Premium parents attend parents' consultations with</p> <p>Ensure Pupil Premium children's parents are able to attend school events such as Coffee Mornings and Trip Meeting supported by the Home School Link Worker.</p>	<p>Parental engagement</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a></p>		

**Total budgeted cost: £ 100,800**

## 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 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. In Key stage one phonics only 2 out of 5 passed the phonics screening although some who didn't pass also had SEND need.

Key Stage 1 – No Key Stage one children met the standards.

KS2 –7/9 PP children met the standard in Reading, 5/9 met the standard in maths and 5/9 children met the standard in writing.

The loss of learning during COVID for the disadvantaged pupils is continuing to have an impact with gaps in their knowledge and for some also a lack of motivation and aspiration. Interventions and targeted support have filled some of the gaps

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health issues are still a high need. Covid 19 and now the cost of living crisis is having an impact on many families in providing both basic needs and enrichment for families. The impact is 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.

Increasing the ELSA support meant that 23% of our PP children received ELSA interventions. 3 (£425) children were funded to attend year 6 school residentials and 5 were funded for yr 4, 5 children (£475), which they would otherwise not be unable to afford. 2 of our PP children received play therapy

Increased speech and language intervention from a private source have been vital with the lack of outside agencies in providing support for children and intervention for children who are coming to school with poor language development.

## 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*

<b>Programme</b>	<b>Provider</b>
Reading programme	Lexia
Speech and Language therapy	Rachel Harris (private)
Maths tuition	Third Space learning
Play Therapist	Susan Harvey (private)
Coram Reading Buddies intervention	Coram

**Further information (optional)**

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