

Pupil premium strategy statement- Middle Barton School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Kim Griffin
Governor / Trustee lead	Ali Umney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 13,672
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,672

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

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.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is 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. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our observation indicate a lack of academic support from home e.g., with homework, reading etc

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading/phonics than their peers. At least 50% of PP children working below the expected level
3	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils. 2021-22- PP (92%) Non-PP (95%) 2022-23- PP (93%) Non-PP(97%)
4	Our observations and discussions with pupils and families have identified social and emotional issues for some disadvantaged pupils.
5	

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
Improve the parental participation in academic support for their children	All parents of disadvantaged pupils to attend parent meetings so they gain an understanding of how to support their children. All disadvantaged pupils to complete homework each week.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Close the gap for attendance so it is in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to identify areas of weakness for those disadvantaged pupils and to strategically put in place support as part of quality first teaching	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1

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

Budgeted cost: £ 6249.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2
<i>ARCH reading 1:1 reading sessions</i>	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:	

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

Budgeted cost: £ 7,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a positive and supportive communication system with parents so they attend Parents meetings and engage positively with the school	<p>Parental engagement means that parents can support their children at home and are aware of their academic ability.</p> <p>Parental support at home can increase academic achievement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 3,4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4, 3
Disadvantaged children to attend Nurture session and parents have access to HSLW	<p>Parental engagement in school has significant impact on the children's social development</p> <p>Children know that they have a safe place and feel supported in the school setting</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 3, 4
Disadvantaged children attend wrap around care so parents are able to attend work.	<p>This is support parental mental health which will impact on the children in a positive way</p> <p>Children know that they have a safe place and feel supported in the school setting</p>	1, 3, 4

Children attend to also increase social interaction with peers and improve attendance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £ 13799.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. *Parental engagement- 100% of PP parents attended parent meetings last year*
2. *All PP children were given the opportunity to attend extracurricular activities. All Year 6 PP attended residential. All Year 6 PP children attended additional sessions at the feeder Secondary School for cooking or sport. All disadvantaged pupils all attended class trips that were offered.*
3. *Progress in reading- All PP children passed phonics screening by the end of Year 2. ARCH reading- 50% of disadvantaged pupils that attended passed the Reading SAT.*

Year	WTS	EXS
Year 2	100%	
Year 3	100%	
Year 5		100%
Year 6	50%	50%

2022-23 Reading data

Year	BLW	WTS	EXS
Year 1	100%		
Year 2		67%	33%
Year 4			100%
Year 5	33%	33%	33%
Year 6	33%		67%

2021-22 Reading data

No disadvantaged children working below in 2023 compared to 2022

4. *Emotional Stability and resilience- all children attended nurture sessions throughout the year. Anecdotal evidence shows more resilience in class and more engagement.*
5. *Financial support- all disadvantaged children were able to attend extracurricular activities. All disadvantaged pupils were able to wear the correct uniform to school*
6. *Attainment in Reading (see above), Writing and Maths*

2021-22 Writing results

Year	BLW	WTS	EXS
Year 1		100%	
Year 2		67%	33%
Year 4			100%
Year 5	67%	33%	
Year 6	33%	33%	33%

2022-23 Writing results

Year	WTS	EXS
Year 2	100%	
Year 3	67%	33%
Year 5	100%	
Year 6	50%	50%

No disadvantaged children working below in 2023 compared to 2022

2021-22 Maths

Year	BLW	WTS	EXS
Year 1	100%		
Year 2		67%	33%
Year 4		100%	
Year 5	67%		33%
Year 6	33%	33%	33%

2022-23

Year	WTS	EXS
Year 2	100%	
Year 3	100%	
Year 5		100%
Year 6	50%	50%

No disadvantaged children working below in 2023 compared to 2022

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nessy	Nessy learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service PP allocation was spent on wrap-around care.

Nurture time was allocated to service PP whilst parent was deployed.

The impact of that spending on service pupil premium eligible pupils

Wrap around care ensured that there was stability of the children and parents could attend work as normal.

Children have had nurture sessions whilst parent was on deployment to help with the emotional support.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.