

Pupil premium strategy statement

This statement details Barnes Farm Junior 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 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	Barnes Farm Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers	1 Year 2022/2023 (due to fluctuation of numbers and needs)
Date this statement was published	31 st December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ross McTaggart Head Teacher
Pupil premium lead	Aimee Walker Deputy Head teacher
Governor / Trustee lead	John Armour – Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,505
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75,915

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to support the development and achievement of our disadvantaged pupils with the focus that we are developing the whole child – not just the academic needs.

This strategy is key in reflecting this approach particularly in response to the difficulties seen on our families' emotional and mental health upon return to wider school opening school after the COVID19 school closures. It is a key focus for our disadvantaged pupils that we are responding to their emotional needs in response to the pandemic. We are seeing high levels of anxiety, low confidence and moods and these are the first barriers to the children's learning. Collectively, we are driving forwards the significance of our relationships with children to be able to support them in being ready learners within an inclusive society. By focusing on this we aim to increase attendance for these pupils, particularly through parental relationships and involvement across the school. We have begun our journey as a Trauma informed school and will be continuing to implement this for the benefit of all our pupils, but in particular our disadvantaged pupils.

Many of our disadvantaged pupils have low vocabulary skills, we are enhancing our curriculum offer with key, significant texts alongside multiple opportunities to talk to improve this. Metacognition training will be undertaken to link the strong therapeutic approach to the delivery of lessons to support our pupils in learning to learn.

There is an attainment difference across all subjects for most of our disadvantaged pupils. Targeted interventions for years 3, 4 and 5 and focussed tutoring for year 6 will be used to support these pupils in making as much progress as possible. Where Teachers are predicting children to reach age related expectations, we are focussing on the barriers that are preventing those children from exceeding the age-related expectations. We want our pupils to be aspirational.

It is important to note, we are continuously supporting our staff and teaching through our ACED framework and whilst this does not feature as a specific strategy, it is prominent throughout day-to-day teaching within our school.

Our response is based on diagnostic assessment – not assumptions. We spend time with our pupils and their families to understand what needs to be done to support our pupils and raise expectations. We recognise that our staff are key in being able to do this effectively both in training and effective deployment.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional, Mental Health of disadvantaged pupils is lower than that of their peers. This is seen through observations, parental feedback and wellbeing assessments. Whilst it is prominent across school, it is particularly visible for our disadvantaged families. 50% of disadvantaged pupils are under the remit of the DSL, whilst 63% have significant trauma and SEMH needs.
2	Key Mathematics skills of disadvantaged pupils are lower than that of their peers. Observations and teacher assessments have indicated that our disadvantaged pupils have a greater loss to their learning than that of their peers – as has also been seen in the Government document 'Understanding Progress in the 2020/21 Academic Year'. In 2022, there was an 18% gap in Maths attainment for disadvantaged Y6 pupils as opposed to 9% in Reading.
3	Vocabulary acquisition of disadvantaged pupils is lower than that of their peers. BPVS Scores have indicated low attainment - vocabulary acquisition age is younger than their actual age which correlates to the high percentage of disadvantaged pupils with low ARE in English.
4	Writing skills of disadvantaged children are lower than that of their peers. Teacher assessment and observations indicate that these pupils are achieving lower than their peers. 60% of disadvantaged pupils have low ARE in English. There was a 20% gap in Writing attainment for disadvantaged Y6 pupils compared to their peers.
5	Parental engagement and relationships of disadvantaged pupils is lower than that of peers (42% of disadvantaged pupils have parental involvement barriers), which in turn has reflected on attendance. 56% of disadvantaged pupils have significant attendance barriers.

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
Our disadvantaged pupils feel supported in a culture that thrives on therapeutic responses. In turn we can provide immediate support in school to those that need it without enduring long wait times for external agencies.	Wellbeing scores will remain at 8 or above – where they are lower than 8 there is a clear understanding of why and intervention is quickly put in place to support. Less children will fall into crisis and staff will feel more confident at supporting the emotional needs of their class. The percentage of children with involvement from the DSL will remain stable or decrease as will the number of children

	requiring support for SEMH needs. All staff are able to respond to emotional needs through day-to-day practice.
Vocabulary skills improve and this is evident within the children's writing. 60% of disadvantaged pupils achieve ARE or above in writing and reading.	Reading and writing skills will increase and children will be showing a greater application of a variety of vocabulary. BPVS scores will increase. At least 60% of disadvantaged pupils will achieve ARE or more.
60% of disadvantaged pupils achieve ARE or greater in maths.	Mathematics confidence will increase, and the attainment gap will close. Learning loss because of COVID will be reduced. At least 60% of disadvantaged pupils will achieve ARE or more.
Parents feel they are supported and in turn feel better prepared to support their children – this increases attendance	Parental engagement will increase – with parent consultations in particular. Parents will feel better supported to ask for help. Collective attendance for disadvantaged pupils will be at least 95%. There will be a reduction in the 56% of pupils who are

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: Budgeted cost: £24,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD re. trauma informed mental health approach and clear embedding of Relationships for Learning Policy</p> <p><i>Begin 2021 with a 3 year implementation</i></p>	<p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. (EEF Toolkit)</p> <p>In the DfE's research report 'Supporting the attainment of disadvantaged pupils: articulating success and good practice (November 2015)', it identifies that 'More successful schools tended to have more extensive social and emotional support strategies in place, including...providing counselling services... alongside teaching and learning interventions.'</p> <p><i>"In many ways it makes sense for schools and community organisations to pick up the baton as children spend 190 days a year at school and a counsellor coming in once a week can only see a few children." TISUK</i></p>	<p>1 3 5</p>
<p>Implementation of live marking strategies in Maths and English.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. In order to raise attainment, we will fully implement this strategy to increase the % of disadvantaged pupils reaching ARE.</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest</p>	<p>2 3 4</p>

	<p>when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. (EEF)</p> <p>The EEF document 'The impact of Feedback on student attainment: a systematic review' (August 2021) clearly explains the increased performance in English and Mathematics by pupils who received immediate feedback in their lessons. (Pg. 28-30)</p>	
<p>Staff CPD – Metacognition and working memory training.</p> <p><i>Begin 2021 with a 3 year implementation</i></p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Metacognitive and self-regulation strategies have been used across the curriculum, with approaches in mathematics and science particularly successful. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (EEF)</p> <p>Understanding Working Memory by Gathercole and Alloway provides clear evidence-based research to explain the significance of having a thorough understanding of memory capacity and explains that individuals who have poor working memory capacities do not catch up with those of their peers. (pg. 7.) Therefore, it is vital for us to ensure our staff have a clear knowledge and strategy bank to support our disadvantaged pupils. Particularly as 54% of our disadvantaged pupils are displaying significant difficulties in this aspect.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Continual implementation of Maths Mastery Framework as it moves into Year 5 (21/22) and Year 6 (22/23).</p> <p><i>Begin 2021 with a 3 year implementation</i></p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Maths Mastery began its implementation with Year 3 in 2019 and is now progressing throughout the school years. This will continue to be implemented and is now with our final Year 6.</p> <p>The choice of implementing the Mathematics Mastery approach is based on the previous record of success in some of our partner CLP schools. It is based on academic research and the Dimensions of Depth underpin it; together they enable pupils to develop a deep understanding in Mathematics. MM is not a scheme of work. It is a programme for professional development: there are Subject Knowledge</p>	<p>2</p>

	<p>Enhancement Workshops (SKEWs) for all staff and specific training for key staff. All elements of the Dimensions of Depth will be present in each lesson. Mathematical language is embedded throughout the lesson.</p> <p>The March 2018 EEF document Improving Mathematics in Key Stages Two and Three: Evidence Review clearly states that ‘Low-attaining pupils may benefit more from mastery learning than high-attaining students (EEF, 2017).’</p>	
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Targeted academic support

Budgeted cost: £ 13,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted afternoon interventions with LSAs	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact (EEF) We have carefully considered the deployment of our Learning Support Assistants to meet the needs of our disadvantaged children.	2 3 4
Language acquisition assessment to lead to identified interventions (British Picture Vocabulary Scale)	On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. (EEF)	3 4
Home Learning Revision books and resources	Pupil passports, CGP home learning and Y6 SATs revision tools	1 2 3 4 5

Wider strategies

Budgeted cost: £ 36,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Trauma informed mental health therapy sessions/Pastoral Sessions <i>Begin 2021 with a 3 year implementation</i></p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. (EEF Toolkit)</p>	<p>1</p>
<p>Art/play therapy counselling (BCCS)</p>	<p>The Department for Education comment in depth in their publication 'Mental health and behaviour in schools' (March 2016), stating that '<i>In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.</i>' They go on to state that '<i>Certain individuals and groups are more at risk of developing mental health problems than others</i>' and that <i>social disadvantage is one such risk.</i></p> <p>In addition, research undertaken as part of a Trauma Informed Approach indicates the prevalence of Trauma in current society. "<i>In many ways it makes sense for schools and community organisations to pick up the baton as children spend 190 days a year at school and a counsellor coming in once a week can only see a few children.</i>" TISUK</p>	<p>1 5</p>
<p>Paid afterschool clubs - Young Leaders Award, SCS</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. By providing greater opportunities for social development, we are able to support disadvantaged pupils who, on average, have weaker SEL skills than their peers.</p>	<p>1 5</p>
<p>Subsidised trip costs</p>		<p>1 5</p>
<p>Lunchtime Playleader provision</p>		<p>1</p>
<p>Parental Involvement Afternoons Parental Structured Conversations Parental drop ins</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF)</p>	<p>1 5</p>
<p>OPAL Home - Outdoor Play And Learning</p>	<p>Our children spend 1.4 years in lunchtime provision over their Primary years. This joint project with the Infant school will look to establish a plan to equip both Barnes Farm Schools play areas with outstanding provision for a range of activities. Builds on excellent practice elsewhere in Essex West Horndon Primary School - OPAL - Outdoor Play and Learning</p>	<p>1</p>
<p>VR Headset Loan Explorers Club (Spring 2)</p>	<p>After-school invitation-only club run by Headteacher for 6 weeks specifically aimed at enabling disadvantaged pupils virtually 'visit' different locations around the world through VR technology. Facilitated by local STEM hub</p>	<p>1 3</p>

Total budgeted cost: £ 65,560

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 2021 to 2022 academic year.

		Actual results			Pupil progress			
Pupils		% Expected standard+ Reading <small>DFE</small>	% Expected standard+ Writing <small>DFE</small>	% Expected standard+ Maths <small>DFE</small>	% Expected standard+ Reading	% Expected standard+ Writing	% Expected standard+ Maths	
Pupil Premium	FSM (in last 6 years) ›	19	68%	58%	58%	+3%	+1%	-4%
	Not FSM (in last 6 years) ›	73	77%	78%	75%	-1%	+6%	+2%

Attainment

Writing and Maths show a gap of 20% and 18% respectively with only a 9% gap in Reading.

Progress

Reading shows most positive progress with Maths the least. This is why Maths continues to be targeted.

This latest data, however, compares favourably to the last set of standardised outcomes in 2019 particularly in progress measures.

		Actual results			Pupil progress			
Pupils		% Expected standard+ Reading <small>DFE</small>	% Expected standard+ Writing <small>DFE</small>	% Expected standard+ Maths <small>DFE</small>	% Expected standard+ Reading	% Expected standard+ Writing	% Expected standard+ Maths	
Pupil Premium	FSM (in last 6 years) ›	12	67%	75%	67%	-7%	-5%	-12%
	Not FSM (in last 6 years) ›	78	83%	87%	85%	-2%	-2%	-4%

Maths Mastery is being effectively implemented and is raising the attainment of mathematics for a high proportion of all pupils, including our disadvantaged. This approach will continue to be implemented as part of our Mathematics curriculum.

The subsidies of the trips that were able to take place meant that we were able to support our Year 6 who were experiencing significant anxiety before their move into Year 7 in September 2022. Time was spent with these children exploring team building and self-help methods in order to provide maximum support.

Our counselling provision changed to BCCS in September 2021 and this has worked well.

Part of the Recovery premium was spent providing paper workbooks for all families to access learning during the academic year in order to support pupils. These have continued to be an effective resource in order to support our parents to be able to help their children effectively. The National Tutoring Programme was used to provide additional catch up support and gap filling for pupils in Y6 and feedback has illustrated that this has been successful in supporting pupils' confidence as well as their attainment and progress (particularlry in Reading). We were able to secure the same qualified teacher as a tutor which provided stability and consistency for our pupils.

Externally provided programmes

Programme	Provider
Counselling	Brentwood Catholic Children's Society
Mathematics Mastery	Mathematics Mastery

Further information

Whilst this strategy is detailed over one year, there is a three-year tiered strategy document that has been detailed to Governors. We continually have a long-term vision for achievement of our disadvantaged students but acknowledge the difficulties with a fluctuating roll and therefore everchanging needs. Therefore, the decision to maintain a 1 year strategy means we are closely targeting disadvantaged child in every academic year.