

## Barlow Hall Pupil premium and recovery strategy 2023 - 26

This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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
Number of pupils in school	261
Proportion (%) of pupil premium eligible pupils	48%
This strategy covers 3 years	2023-24 2024-25 2025-26
Date this strategy was published	November 2023
Date on which it will be reviewed	November 2024
Statement Authorised by	Jayne Kennedy, Executive Headteacher
Pupil Premium Lead	Jayne Kennedy
Trust Lead	Tim Hilton, chair of Standards committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,140
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£157,140

# Part A: Pupil premium strategy plan

## Statement of intent

Some of our disadvantaged pupils need specific additional support following a needs analysis in order to enjoy and succeed academically ensuring they achieve well and make good progress from their starting points.

High quality first teaching is at the heart of our approach. The strategies outlined support both disadvantaged and non-disadvantaged pupils at Barlow Hall.

Our current strategy focuses on:

- Developing oral language skills and extending the vocabulary that our children use.
- Supporting school readiness for children joining our early Years whether at Barlow Bears (two year old provision), nursery or reception cohorts.
- Developing strategies for children to support their concentration and metacognition
- Using researched intervention.
- Developing strategies for children to support self-regulation.
- Supporting attendance for all children.

Our key principles of our pupil premium strategy are:

- Early identification and intervention.
- A shared responsibility for outcomes across the whole staff team
- Increase the number of disadvantaged children achieving combined (reading, writing and maths) expected levels at the end of each phase in school, Early Years, KS1 and KS2.
- Clearly researched and evidenced strategies:
  - “Teacher Feedback to Improve Learning.” (EEF)
  - “Improving Literacy in KS1 and KS2” (EEF)
  - “Preparing for Literacy.” (EEF)

- “Metacognition and Self-Regulated Learning.” (EEF)
- “Improving Behaviour in Schools.” (EEF)
- “Improving Mathematics in Early Years, KS1 and KS2”
- “Putting Evidence to Work – A School’s Guide to Implementation.” (EEF)

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills and limited vocabulary, which will lead to lower outcomes in reading, writing and self-regulation.
2	Mathematical understanding and application of number and fluent recall of number facts.
3	School readiness in Early Years including: Listening, attention and understanding, speaking, self-regulation as well as word reading, writing and number.
4	A range of additional needs that impact on children’s concentration, metacognition and self-regulated learning in school.
5	Low attendance, poor punctuality and parental engagement for some disadvantaged families.

## 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 language and vocabulary.	Formative assessments, lesson observation and pupil voice activity demonstrate improved oral language, which are impacting on better reading and writing outcomes.
Better mathematics outcomes for disadvantaged learners.	Improved GLD, reading and writing at KS1 and KS2. The gap closed for disadvantaged pupils when compared to autumn assessments.

<p>Improved school readiness for children in Barlow Bears, Nursery and reception.</p>	<p>Improved Wellcomm scores (language assessment) for early Years children with fewer children scoring 'red.'</p> <p>Children's development, as evidenced by the on-line Learning Journey, Tapestry, demonstrates good progress from starting points.</p> <p>Completion of Early Help Assessments</p>
<p>Children's independence, both academically and in their behaviours for learning improves. Children self-regulate well.</p>	<p>Lesson observation, pupil voice, book scrutiny demonstrate that disadvantaged children are accessing prior learning, engaging with teacher modelling and scaffolding in order to independently apply during learning, resulting in better academic outcomes.</p>
<p>Improved punctuality and attendance for target disadvantaged learners.</p>	<p>Attendance continues to improve with the gap between non-disadvantaged peers closing with the disadvantaged group. Attendance remains, at least, in-line with national expectations.</p> <p>Fewer persistent absent children.</p>
<p>Improved academic outcomes for the disadvantaged target group.</p>	<p>Measured accelerated progress from autumn term baseline measures.</p> <p>Children at least in-line with national averages by the end of KS1 and KS2.</p> <p>By the end of reception children have made accelerated progress from their baseline.</p> <p>The gap with national averages is closing and no more than 15% for disadvantaged learners.</p> <p>Accelerated progress for children receiving tutoring.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost for teaching: £36,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reducing the staff to pupil ratios in Early Years by employing additional support staff in Barlow Bears, nursery and reception. This will enable us to deliver better and more frequent communication and language approaches.</p> <p>EEF research Early Starting Age +6</p>	<p>Ratios reduced in nursery from 1:13 to 1:8 Ratios reduced in reception from 1:15 to 1:12. Additional support in Barlow Bears. This approach enables better prioritisation of development of communication and language and embeds opportunities to develop self-regulation. Staff will continue to receive professional development to support phase improvements. This will be measured by external QA termly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>This approach will also support our approaches to school readiness.</p>	<p>1, 2 and 3</p>
<p>SENCo to support CPD and</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to pro-</p>	

<p>specialist knowledge for mainstream teachers to ensure all pupils can access the best teaching.</p>	<p>vision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free schools meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
<p>RR Teacher Lead</p> <p>EEF research small group tuition +4</p> <p>EEF research one to one tuition +5</p>	<p>Our resident literacy specialist supports CPD for quality first teaching as well as targeted support. Diagnostic assessment supports accurate baselines identifying children’s strengths and next steps.</p> <p><a href="https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research">https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research</a></p>	<p>1, 3 and 6</p>

## Targeted academic support

Budgeted cost: £ 20,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA intervention small group  <b>EEF research individualised instruction +4</b></p>	<p>Tutoring and small group is one of the most effective tools for disadvantaged and vulnerable pupils to make accelerated progress.</p> <p>This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p>	<p>1 and 6</p>
<p>Inference Tutor group for children in Y4, 5 and 6. A group intervention 3x per week.</p> <p><b>EEF research reading comprehension strategies +6</b></p>	<p>Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</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://www.nfer.ac.uk/media/1700/eftr05.pdf">https://www.nfer.ac.uk/media/1700/eftr05.pdf</a></p>	

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

Budgeted cost: £100,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two full time Learning Mentors who deliver the strategies that remove barriers to learning including: Social and emotional behavioural approaches and Self-regulation.</p> <p>The effective use of Barlow Hall's LM interventions, alongside good teaching has been powerful ways to raise pupil attainment.</p> <p>EEF research Social and emotional learning +4 Metacognition and self regulation +7</p>	<p>Our Learning Mentors complement the focus and activities of other staff by developing intervention supporting learning behaviours that support effective learning in a group and classroom setting.</p> <p>EEF guidance has supported Barlow Hall's approaches, in particular:</p> <ul style="list-style-type: none"> <li>• Improving Behaviour guidance</li> <li>• Metacognition and self-regulated learning</li> <li>• Special educational needs in mainstream schools</li> <li>• Working with parents and</li> <li>• Social and emotional learning</li> </ul>	<p>3 and 4</p>
<p>Work of the PSA to provide practical strategies to support learning and offer more sustained and intensive support where needed.</p> <p>Co-ordination of Early Help Assessment through the Inclusion Team, led by the Deputy Head who leads, monitors and trains on strength based conversations for staff undertaking EHAs.</p> <p>EEF research Parental engagement +4</p>	<p>Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. The evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited, particularly for older children. Therefore, schools should be optimistic about the potential of parental engagement, but cautious about the best approaches — reviewing and monitoring their activities to check that they are having their intended impacts. Barlow Hall uses the EEF guidance document to support our approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1, 4 and 5</p>
<p>Barlow Hall being a partner with the Local Authority delivering the</p>	<p>Better levels of parental engagement are consistently associated with better academic outcomes. Working with 0-5<sup>s</sup> develops family language interests and</p>	<p>1 and 3</p>



<p>commissioned service by leading the Sure Start Children’s Centre and delivering on the Sure Start Core purpose. This enable Barlow Hall develop parental engagement and an earlier starting age to school.</p> <p>EEF research Communication and language approaches +6</p> <p>Earlier starting age +6</p> <p>Self regulation strategies +5</p>	<p>modelling effective language and communication will support parents to understand how to help their child learn.</p> <p>More sustained and intensive strength based support where needed will be used to improve parental engagement and school readiness.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	
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**Total budgeted cost: £158,343**

**Part B: Review of Outcomes in 2022 – 23**

***This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year***

<b>Outcomes for all children and comparatives with disadvantaged outcomes are as below:</b>			
	<b>All children’s attainment</b>	<b>Disadvantaged children’s attainment</b>	<b>National comparator with disadvantaged cohort</b>

<b>Good Level of Development</b>	54%	46%	52%
<b>Phonics</b>	72%	64%	66%
<b>KS1 Reading</b>	64%	43%	54%
<b>KS1 Writing</b>	43%	29%	44%
<b>KS1 Maths</b>	61%	29%	56%
<b>KS2 Reading</b>	84%	77%	60%
<b>KS2 Writing</b>	69%	55%	58%
<b>KS2 Maths</b>	73%	59%	59%

## 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>
None	