

Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium funding to help improve the attainment of our vulnerable pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last years' spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barns Green Primary
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2026/27
Date this statement was published	September 2024, updated July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Tracey Newbold
Pupil premium lead	Eoin Griffin
Governor / Trustee lead	Dawn Martin

Funding overview

Detail	Amount
Pupil premium funding allocation last academic year	£17315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for last academic year (24-25)	£17315
Total budget for this academic year (25-26)	£22490

Part A: Pupil premium strategy plan

Statement of intent

At Barns Green Primary School we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We want our school life and learning to be exciting, engaging and inclusive so that there are high levels of achievement for all vulnerable pupils and that there is support for their well-being and happiness.

High-quality teaching is at the heart of our approach, with a focus on areas in which vulnerable 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.

Our current pupil premium strategy is a working document that highlights challenges and identifies how to overcome these issues. We have identified key areas that we want to focus on and outlined the success criteria for these areas so that we can ensure that the objectives are achieved.

Setting priorities within our pupil premium strategy is key to success.

Our priorities are as follows:

- High expectations for vulnerable children.
- Ensuring all children receive quality first teaching each lesson.
- Closing the attainment gap between vulnerable pupils and their peers.
- Providing, targeted, early academic support led by the class teacher for students who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour and well-being.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge	Evidence
1	Year 3,4,5 pupils have gaps in the foundation blocks of their learning (2024/25)	From the data, it is clear that the KS2 pupils are underperforming.
2	Insecure fluency in number skills	The termly data inputs and teacher observations.
3	Underdeveloped oracy skills	Evident from pupil interview.

4	Approximately 43% of our PP pupils have an additional educational need	Data gathered from significant group overview.
5	The inequalities caused by financial difficulties at home.	Observational evidence

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP (without SEND) children's oracy and literacy skills at least in line with non PP children.	English outcomes at least in line with chronological ages. Children are enthusiastic about their reading and writing. Children can engage with others when reading and writing.
PP children (without SEND) at least in line with non PP children during Maths assessments	Standardised scores at least in line with expectations. Children have confidence and competence with numbers and the number system. Pupils are able to solve problems through decision-making and reasoning in a range of contexts.
PP pupils developing a love of learning.	When questioned, pupils can articulate their learning and identify key moments that have had an impact. PP pupils keen to act independently. Pupils to use metacognition to identify how they learn and access their long term memory.

Current Year: Outcomes we are aiming for **by the end of year 2026** and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Review
To develop PP children's love of Mathematics and to ensure that their learning outcomes are at least in line with non-PP children.	KS1 PP children are making rapid progress due to effective interventions using Mastering Number. Mastering Number programme for Y3 – Y5, is rapidly improving outcomes. Y6 will continue with their Fluency in 5. Enhanced planning of Maths lessons with the use of the PD materials on the NCETM website will support strong outcomes of PP children.	

To develop PP children's love of writing. To improve GPS and sentence structure.	PP children are making rapid progress due to QFT and targeted interventions. GPS and sentence structure have improved.	
To improve PP children's oracy skills	PP children will be confident and articulate when public speaking.	
To ensure that PP children are provided with the pastoral support they need.	Barriers to learning removed. Children are more confident in themselves.	

Activity in this academic year (2025-26)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Cost of Teaching Assistant</i> 60% of our pupil premium children are from one class. A TA will prioritise support in this class to ensure that progress is made from identified starting points.</p> <p>88% of our PPG children have a classroom TA. These children will be prioritised for support.</p>	<p><u>EEF – Teaching Assistants</u></p> <p><i>"Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver."</i></p> <p>It is worth noting that this approach indicates a challenge regarding the impact of the more frequent feedback a TA will be able to provide.</p> <p><i>"1 Effective feedback tends to: be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); encourage and support further effort; be given sparingly so that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; be supported with effective professional development for teachers.</i></p> <p><i>2. Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils."</i> (EEF Toolkit)</p>	1 - 4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA runs SALT intervention for identified children.	SALT programmes provided by West Sussex Speech and Language Team. Our previous experience is that these interventions have had positive results	1 - 4
Teacher runs intervention groups from class	See "The effect of teacher-led interventions on social and emotional behaviour in primary school children: a systematic review" <i>J. Thompson-Coon, K. Boddy, T. Ford, D. Racey, K. Stein (2013)</i>	1 - 4
Targeted QFT led by teacher for more able	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk) "Pupils working at greater depth level should be exposed to: • solving problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. • independently exploring and investigating mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics." Askew, A., Bishop, S., Christie, C., Eaton, S., Griffin, P. and Morgan, D. (2015). <i>Teaching for Mastery: Questions, tasks and activities to support assessment</i> . Oxford University Press. "The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on". National Curriculum 2013	1- 4
Teachers and TAs run daily targeted reading intervention for identified children.	This will be in line with recommendations of EHCPs. Previous experience of this targeted approach with this child shows that they have made progress in closing the gap between their reading and chronological age.	1- 4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of PPG champion.</p> <p>Designated person to collect and monitor evidence of impact of PPG funding.</p> <p>Designated person to develop a 3 year PPG strategy</p> <p>Designated person to monitor attendance and behaviour of PPG pupils and liaise with class teacher and leadership.</p>	<p>EEF - <i>"The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."</i></p> <p>PPG champion will promote Quality First Teaching as identified in our School Development Plan, initially focussing on the quality of questioning.</p>	1-5
<i>Residential trip</i>	<p>We have our own experience to draw on that shows participation in our residential visit has positive outcomes with regard to team-building & social skills.</p> <p>Maslow's Hierarchy of Needs.</p>	5
<i>Uniforms and trips</i>	<p>Ensuring equal opportunity to partake in enrichment activities for all pupils.</p> <p>Maslow's Hierarchy of Needs.</p>	5
<i>Peripatetic Music Tuition</i>	Access to specialist music tuition	5

Total budgeted cost: £22490

Part B: Review of outcomes in the previous academic years

See strategy report from 2021 – 2024.

Review of 2024 - 2025

Intended outcome	Success criteria	Review
To develop PP children's love of Mathematics and to ensure that their learning outcomes are in line with non- PP children.	PP children are making rapid progress due to effective interventions using Mastering Number Fluency in 5, an arithmetic programme for KS2 vulnerable children, is rapidly improving their outcomes. Maths outcomes are strong due to QfT across the school.	Achieved in KS1 due to the implementation of the Mastering Number programme and the strategic choice of teaching the mixed age classes as straight year groups. Achieved in KS2 – the Year 3 cohort has received Mastering Number programme throughout the year. The mixed Y4/5 was taught by the maths specialist.
To enrich pupils' operational vocabulary.	Effective pre-teaching of vocabulary is evident across the school. Good Ordinarily Available Inclusive Practice (Word Banks etc). Weekly vocabulary focused guided reading sessions in place. Children are using the acquired vocabulary in their writing.	Achieved – overall the PP children are able to use the subject specific vocabulary in their oral and written work.
To ensure that PP children are provided with the pastoral support they need.	Barriers to learning removed. Children are more confident in themselves.	Achieved. We have various multi-agency groups working with individuals.
For PP children (who do not have additional learning needs), Reading, Writing and Mathematics will be at least in line with others Teacher led interventions are consistent with Quality First Teaching strategies.	Reading, Writing and Mathematics outcomes for vulnerable pupils without SEND at least in line with others. A high standard of expectations evident within the classroom: academically and behaviourally. PP children enthused and engaged with reading and making rapid progress.	50% of PP children have SEND. Despite high expectations, non-SEND PP pupils have not made rapid enough progress to catch up with their peers yet. In school, most PP children show enthusiasm with reading and are making good progress.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not funded by pupil premium. That includes:

- Embedding more effective practice around feedback and metacognition. EEF evidence demonstrates this has significant benefits for pupils, particularly vulnerable pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will be focused on building life skills such as confidence, resilience, and socialising. PP pupils will be encouraged and supported to participate.
- Forest school was set up in 2022/2023 and will continue in 2024/ 2027, with the aim to improve the well-being of all children, especially our most vulnerable children.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by PP pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.