Pupil premium strategy statement – Barrow Island Community Primary School 2024-25

This statement details our school's use of pupil premium (and recovery 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
School name	Barrow Island Community Primary School
Number of pupils in school	156 (not including gov-led pre-school)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-23 to 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Vicky Evans, Headteacher
Pupil premium lead	Vicky Evans
Governor / Trustee lead	Carly Buckingham, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,200

Part A: Pupil premium strategy plan

Statement of intent

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker or an early help plan. 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, 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	We have historically faced a problem with children's vocabulary skills, particularly among disadvantaged children. Our children are not generally exposed to the quality of vocabulary and language as their more affluent peers and as a result their speech, phonics, reading and writing are negatively impacted.
2	We have low parental engagement. To address this we provide support for families through EH, CIN, CP and play therapy. Families will also have access to adult learning and parenting courses through monthly newsletters.
3	Some disadvantaged children have had poor attendance. We will continue to provide a minibus to collect children who live out of catchment area. Breakfast and after-school clubs will also be provided to those families who require it. An EWO monitors attendance weekly.
4	The attainment gap between disadvantaged and non-disadvantaged children, as well as between pupil premium and non-pupil premium children is wide and this has been compounded by the Covid-19 pandemic.
5	The cultural capital our disadvantaged children have been receiving has significantly declined since the onset of the pandemic due to not being able to visit outdoor learning spaces or have visitors into school.
6	Wellbeing surveys, questionnaires and discussions with children and families have shown the social, emotional and mental health wellbeing of our children and families has declined since the pandemic.

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
1 – improve children's oral and vocabulary skills.	Fully implement new phonics scheme 'Monster Phonics' across the school, starting with full level 1 and level 2 training for all staff. Continue with 'Reading Fluency' program to expose children to a wider range of text types and language. EYFS staff use NELI assessments in Reception class. All staff will be encouraged to use correct language when addressing children and each other.
2 – better engagement from families.	Host a parents 'Monster Phonics' session to encourage engagement at home. Continue face-to-face parents evenings when safe and appropriate. Continue to run family targeted support including play therapy. Look into restarting PTA.

3 – improve attendance, particularly of disadvantaged.	Persistent absentees will work closely with EWO to ensure absenteeism declines and families are given the support they need to help with getting children in to school more consistently.
4 – narrow the attainment gap between disadvantaged and non-disadvantaged children.	Teachers will all be aware of their PP and disadvantaged children and will make specific reference to them on planning. Other invention groups such as phonics intervention and reading intervention will target disadvantaged learners to aim to target the learning lost during lockdowns.
5 – to get children learning outside the classroom more consistently.	Each class will visit Water Park outdoor adventure centre for outdoor experience days once they safely reopen to schools (Spring term onwards). The outdoor space at school to be more effectively utilised as part of everyday learning as often as possible. More visitors will be allowed into school as restrictions ease (Science week, workshops etc.)
6 – improve the mental health and wellbeing of our children and families.	Mr Imison has now trained as a Senior Mental Health Lead and a new Mental Health policy and statement of intent pertinent to our children and families has been produced. More outdoor visits will also aid with children's mental wellbeing. SERIS worker will support identified children weekly, play therapy consultant to also support children as identified.

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: *£27,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement new phonics scheme	Fully inclusive scheme, delivered to all pupils across the school regardless of attainment or starting point. The scheme includes both physical books and e-Books that can be accessed at by families at home.	1, 2, 3, 4
Development of subject leaders	All subject leaders are given full access to The National College online learning materials, including subject specific training aimed at preparing for Ofsted deep dives.	1, 4
Continue to implement quality first teaching	Similar to the above point, all children will benefit from teachers being given access to high quality CPD.	1, 4

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

Budgeted cost: *£16,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Seris worker	Small groups or individual children will be identified to work with the Seris worker on emotional resilience, better preparing them for learning.	2, 3, 4, 6
Small group and one-to-one interventions.	Class teachers will identify groups of children in their class who require additional small group support. This will include running phonics, reading and maths interventions to disadvantaged children and others who may require it.	1, 4, 6

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visits to Water Park	All children from pre-school to Year 6 will visit Water Park outdoor adventure centre to improve their cultural capital and experiences.	5, 6
Breakfast Club	Gives the opportunity for children to come to school early for breakfast, preparing them for the day.	3, 4, 6
EWO rewards	Persistent absentees and given various rewards for improving their attendance.	2, 3, 6
Play therapy	Children are families can access this support if deemed appropriate by professionals.	1, 2, 6
Minibus pick-ups	Children who live outside our catchment area will be given the option of being collected every morning to reduce absenteeism and improve punctuality.	3

Total budgeted cost: £59,200

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 2023 to 2024 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

The phonics interventions took place much more frequently during the last academic year. Children in these groups made better than expected progress.

The Cambridge wellbeing survey showed that Year 5&6 children are generally happy and content overall in school. The pockets of children who described being unhappy were promptly picked up by the Seris worker.

Three staff were trained in Youth Mental Health First Aid. Mr Imison also trained as a Senior Mental Health Lead.

The outdoor education visits to Water Park were well-attended and well-received by children. More visits are planned for this year.

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

Programme	Provider
None	