Pupil premium strategy statement:

1. Summary information

These funds are designed to narrow the gap between pupils considered to be disadvantaged through low-income, and all other pupils, by addressing inequalities and targeting support at these pupils. Any pupil eligible for FSM at any time in the preceding 6 years also attracts Pupil Premium funding, as deprivation at earlier stages of education is perceived to impact upon learning and prior attainment, regardless of the current parental income situation.

All areas identified for action and strategy using the Pupil Premium funding are included as priorities in the School Development Plan. Priorities are informed by rigorous school self-evaluation. Future planning for Pupil Premium spending will be part of the annual evaluation process.
Pupil Premium funding represents an important proportion of our budget and we are committed to ensuring it is spent to maximum effect.
Careful analysis of internal and external pupil level data, historical attainment and progress rates is undertaken to ensure these funds are used to maximum effect.
We have used research and publications including those from the Ofsted Good Practice Series, and findings of studies undertaken by the Sutton Trust to enable us to make decisions relating to provisions.

Barcombe CE Primary School-Learning together, believing together in the heart of the community
Our vision for our children. Yet we recognise that one of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate where every child has the opportunity to thrive.
We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to exceed expectations.

Accreditations reflecting our best practice include our outstanding status (Ofsted inspection judgement 2015).

We recognise that the earlier we can support children the better their chances of closing the gap. We prioritise our spending to catch pupils early and aim to narrow the gap in KS1.

Academic Year	2020/21	**Total PP budget**	£24,865	**Date of most recent PP Review**	n/a
Total number of pupils	132	**Number of pupils eligible for PP**	17	**Date for next internal review of this strategy**	July 2021

2. Attainment 2020 Year 6

Context- There were 3 Pupil Premium children in Year 6 this year. There were 4 SEN pupils in this group, representing 22% of the total.

	Pupils eligible for PP	*Non PP*		
% achieving ARE or above in reading, writing and maths	66%	93%		

% achieving GDS in reading, writing and maths	0%	20%		
Attainment and progress in reading				
GDS reading	0%	47%		
Attainment and progress in writing				
GDS writing	0%	27%		
Attainment and progress in maths				
GDS maths	0%	40%		

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This results in lower attainment in reading and writing as pupils move through the school.
B.	Literacy and numeracy skills are lower for PP than for other pupils entering Reception. This results in lower attainment in reading and writing as pupils move through the school.
C.	High level of SEND need for this group of pupils in relation to non PP pupils.
D.	The self-esteem of these pupils tends to be lower which makes it more difficult for them to achieve GDS. The emotional health of our PP pupils needs support (further impact on this due to COVID-19 and Lockdown).
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance rates for pupils eligible for PP are 86%% (Target for 2020-21 98+%). Poor attendance reduces their school hours and causes them to fall behind on average.
F.	Aspirations of parents with pupils eligible for PP are historically low, however this is improving; this results in a lack of support at home and then lack of motivation in pupils to succeed. Due to lockdown, stress and anxiety may have had an impact on home life for pupils.
G.	Higher levels of pupils requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. For some of our vulnerable pupils this impacts on concentration and behaviour in class.
H.	Many PP children have missed a significant amount of in school learning due to the Covid – 19 Pandemic

4. Outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improve early literacy skills (vocabulary, reading and writing) for eligible PP children in Reception to stop gaps forming or widening.	Regular pupil progress meetings. Structured conversations with parents (termly) regarding progress. SLT to track conversations and data termly. CT to hold interventions for children as and when required. (3x per week) SENCO to monitor interventions and revise regularly. Pupils eligible for PP meet age-related expectations in literacy and numeracy by the end of KS1. High level/robust vocabulary texts and teaching.
B.	Increase attendance rates for eligible PP children to 98%+ (excluding COVID-related absences)	Improve PP attendance to be 98%+. Individuals with poor attendance monitored and parent meetings held. ARE and GDS results increase across all classes/Year groups.
C.	Maintain or improve PP working at ARE in Year 2, Year 4 and Year 6 following the COVD-19 pandemic.	PP children in KS2 have access to home learning (remote learning) opportunities once COVID restrictions allow. Children have regular access to TT Rockstars. All children baseline assessed on return to school. Children vulnerable to not working at ARE to receive focused small group support in R/W/M
D.	Improve literacy and numeracy skills and confidence for PP children in KS1 and KS2 to close gaps and prepare children for KS3.	PP children in KS2 have 1:1 tutoring sessions (pre and post COVID). Tutoring is in numeracy and/or literacy. CT and SENCO evaluate impact of tutoring to ensure progress is evident. High level/robust vocabulary texts and teaching. Personalised approach towards learning. Pupils eligible for PP meet age-related expectations in literacy and numeracy by the end of KS2. Regular pupils progress meetings and internal data tracking. Structured conversations with parents (termly) regarding progress. Tracking of engagement with home learning (if not attending school provision) during Lockdown.

1. Planned expenditure	
Academic year	**2020/21**
The actions listed below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group. COVID-related emotional barriers to learning identified and reduced.	**Targeted children with emotional barriers to learning and challenging/complicated home environments receive targeted interventions and nurture activities.**	**Some of our pupils come to school from challenging home situations with parents and other family members with poor mental health. These challenges have been compounded by COVID for many of these families. For these children it can be a challenge to focus on their learning; they need support and opportunities to talk, for example.**	SENCO/Head of School/Executive Head to coordinate targeted support. Match Support Staff working with individuals closely. Liaison with parents. Utilise LA resources via C Zone Mental Health/Wellbeing page.	**SS/RF/SJ**	**December 2020**
Maintain or improve PP working at ARE or above in Maths	**Weekly small group booster sessions focusing on targeted areas of skill development following gap analysis (using post-COVID assessments and internal data).** **These to be carried out by class teachers within the school environment.** **Increased use of TT rockstars and times tables tutor in school and at home.**	small group interventions have previously supported children in making good progress, especially in maths; these will be undertaken on site and remotely if required by COVID restrictions. The use of this resource helps Class Teachers to plan effectively and appeals to our children. It is a resource that can be utilised at home and at school.	small group sessions for children in all year groups. session and lesson observations Book Scrutiny Data tracking. Pupil Progress Meetings	SJ/RF/SS	End T1 /2/ 3 /4/ 5/ 6

Increased engagement in home school reading across each key stage	**TA support in EYFS and KS1 reading sessions.** **Use of high quality, well chosen, engaging texts** **Weekly promotion, throughout the school, of reading.** **New reading scheme to support phonics based decoding.**	We believe in narrowing the gap as early as possible to give these pupils the best possible chance of success.	New staff to be trained in the approach to ensure that it is consistently implemented in every class. Peer observation of classes to share good practice. Monitoring by SLT. Literacy lead to monitor reading provision through classes to ensure consistency. Increased teacher engagement with home school journals, monitored by SLT and celebrated weekly at celebration assembly	SS/SJ/RF	July 2021

Improved attendance for all pupils but especially PP pupils.	**A balance of Individual rewards and Class rewards decided upon with the views of the School Council.** **Raise profile of different groups' attendance through newsletters and parent meetings.** **Change in policy- 3 days must have Dr note. Any absence must be explained in writing.** **Family Key Worker to monitor vulnerable families weekly.**	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Attendance at Barcombe is good but we know that there is a disparity pertaining to our PP pupils.	Reminder of changes to reporting attendance in September newsletter. Attendance as a regular feature in all newsletters. Monitoring weekly by office staff. Teachers have list of pupils with low attendance in previous year with expectation teachers report if children's absence is falling. Meetings at early stages of low attendance Regular reporting to governors regarding attendance of all groups. Maintain the high profile of the subject in classes, assemblies and around the school generally. .	SS/RF/SJ/ CY	July 2021

Maintain or improve PP working at ARE or above in Writing	Weekly small group booster sessions focusing on targeted areas of skill development following initial analysis. Post-COVID assessment of writing; concern that writing for Years 1-3 is an area to address flowing the Lockdown closure for all children and, particularly, for PP pupils. Weekly focused TA support focused on key basic skills through personalised interventions.	Concern that post-COVID writing is an area that needs to be addressed. This is particularly evident in Years 1-3 (as assessment in Term 1 2020/2021 shows) and particularly pertinent for PP pupils.	Small group session observations and lesson observations. Data tracking. Pupil progress meetings. Weekly progress updates regarding intervention sessions. Book scrutiny.	SS/RF/SJ	End T1/2/3/4/5/6

Improved oral language skills in Reception **Speaking confidently and articulately throughout the school**	**Robust vocabulary training and books** **Staff to encourage speaking in full sentences and answering in full.**	Exploring interventions for children and young people with speech, language and communication needs: A study of practice (2010 research commissioned by UK government) Language Link It is an essential life skill that equips them well for life beyond school.	Monitoring Reception provision with focus on opportunities for speaking. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	AW/RF/SS	Jan 2021 Mar 2021 July 2021
i. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implement ation?**
Meetings between parents and Class Teachers to review impact and support engagement at home.	Opportunities for parents to meet, virtually, with relevant staff to ensure that PP children are accessing remote learning at home and engaging with home school learning opportunities.	Pupils who are PP are noted for having less parent interaction with the school and with learning. Many need chasing for Parent Consultation appointments, for example. Evidence shows that the more engaged with school and their child's learning a parent is, the more likely that child is to achieve ARE or above.	Class Teacher release time for meetings. Staff feedback from meetings.	SS/RF/SJ/ Class Teachers	January 2021 April 2021

Increased participation in extra- curricular activities – amid COVID restrictions	**There will be a minimum of 2 spaces left for PP children in each club for which payment is required.** **Clubs which have a cost attached will be free to PP children wherever possible.**	PP children do not always get the opportunities that non PP get outside/beyond the school day; this outcome is about enabling them to access extra-curricular opportunities.	Monitoring PP attendance termly at clubs.	SS/AMF	Termly review
				Total budgeted cost	£24865

2. Review of expenditure				
Previous Academic Year		**2019-2020**		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Emotional barriers to learning are supported and reduced leading to PP children making at least expected progress across a year group.	Targeted children with emotional barriers to learning and challenging/complicated home environments receive targeted intervention and nurture activities.	Due to the school closures for Term 4 and 5, the full impact of the approaches put in place have been hard to measure. Therefore, this will be continuing going forward into academic year 2020-2021. Emotional barriers to learning have been prevalent for many children (PP and non PP) due to the COVID-19 pandemic. The school has invested in additional support and resources to continue its work in this area.	In light of children having missed a significant period of time in school learning and school support, we will continue this approach and continue to invest in resources that we feel will support this initiative.	£2200
ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost** £6250

Pupils eligible for PP make more than expected/rapid progress across each year group in maths.	Identified PP children with low maths attainment and progress data. Weekly small group booster sessions focusing on targeted areas of skill development. Weekly focused TA support focused on key basic skills through Personalised Learning approach. *Nessy* accounts for targeted children.	Due to the school closures from 20/3/20 the full impact of the approaches put in place have been hard to measure. Therefore, this will continue going forward into 2020/2021. Targeted children had made good progress by mid-year.	In light of children having missed a significant period of time in school learning, we will continue this approach and provide additional training for Class Teachers in the next academic year.	

iii. Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost** £6250

Pupils eligible for PP make more than expected/rapid progress across each year group in writing.	Weekly small group booster sessions. Weekly focused TA support on key basic skills in writing. Personalised Learning to Read.	Targeted children were beginning to make progress in writing by the mid-year point. Due to the school closures for Term 4 and Term 5, the full impact has been hard to measure-and undermined; we know that children were not writing very much at home during the Lockdown period. We know that this was the case, particularly, for our pupils in Years 1-3. Therefore, this will be a continued focus into the academic year 2020/2021.	In light of children having missed a significant period of time in school learning this will be an on-going action.	
Pupils eligible for PP make more than expected/rapid progress across KS1 in phonics	Targeted TA support for language development and phonics misconceptions KS1	Targeted children in KS1 were beginning to make progress in phonics by the mid-year point. Due to the school closures for Term 4 and Term 5, the full impact has been hard to measure-and undermined; we know that children were not receiving phonics tuition at home during Lockdown. Therefore, this will be a continued focus into the academic year 2020/2021	In light of children having missed a significant period of time in school learning, we will continue this approach and provide additional training for Class Teachers and Teaching Assistants in the next academic year.	£2200
Pupils eligible for PP make more than expected/rapid progress across KS2 in English and Maths	Targeted TA support for vulnerable learners – English and Maths KS2	Targeted children in KS1 were beginning to make progress in phonics by the mid-year point. Due to the school closures for Term 4 and Term 5, the full impact has been hard to measure-and undermined; we know that children were not moving forwards in their Maths and writing at home during Lockdown. Therefore, this will be a continued focus into the academic year 2020/2021	In light of children having missed a significant period of time in school learning, we will continue this approach and provide additional training for Class Teachers and Teaching Assistants in the next academic year.	£2200