## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Barcombe CE Primary School |
| Number of pupils in school | 135 |
| Proportion (%) of pupil premium eligible pupils | 16.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years<br>2020-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Stewart James; Executive Head |
| Pupil premium lead | Sophie Shannon; SENCO |
| Governor / Trustee lead | Marc Munier<br>Nathalie Miles |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £27,940 |
| Recovery premium funding allocation this academic year | £2,465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £29,169 |
| **Total budget for this academic year** | Total £59,574 |

## Part A: Pupil premium strategy plan

### Statement of intent

*Barcombe Primary School: A small and mighty school where everyone flourishes in the heart of the community.* Our vision for our children. Yet we recognise that one of the biggest barriers for children historically has been poverty of expectation and so we are determined to create a climate where every child can 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.

We are determined to ensure that our children are given every chance to exceed expectations. We recognise, too, that the earlier we can support children the better their chances of closing the gap.

High quality inclusive teaching is at the heart of our school 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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support that is provided by experienced teachers.

Accreditations reflecting our best practice and commitment include: Quality Mark for Inclusion.

### Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Oral language skills in Reception tend to be 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. |
| 2 | Literacy and numeracy skills tend to be lower for PP than for other pupils entering Reception. This results in lower attainment in reading and writing as pupils move through the school. |
| 3 | High level of SEND need for this group of pupils in relation to non-PP pupils. |

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| 4 | The self-esteem and the readiness to learn 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 due to Covid-19 and resulting Lockdowns). |
| 5 | Attendance rates for pupils eligible for PP are sometimes lower. Poor attendance reduces their school hours and causes them to fall behind on average. |
| 6 | Nationally, academic aspirations of some parents with pupils eligible for PP are low. In our school we have identified a correlation between support at home and lack of motivation in pupils to succeed. Due to Lockdown, stress and anxiety may have had an impact on home life for PP pupils. Lack of support for reading at home has been identified for this group as an issue. |
| 7 | We recognise that amongst our cohort of PP pupils there may be higher levels of children requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. For some of our most vulnerable pupils this impacts on concentration and learning behaviour in class. |
| 8 | Identified PP children have missed and continue to miss a significant amount of in-school learning due to Covid-19 pandemic. Barcombe experienced an in case numbers in November 2021. |

## 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 |
|---|---|
| Improve early literacy skills (speaking, listening, reading, and writing) for eligible children in Reception and KS1 to stop gaps forming or widening. | • Regular pupil progress meetings.<br>• Structured conversations with parents (termly) regarding progress.<br>• SLT to track conversations and data.<br>• Class Teachers to hold 3x per week same day interventions for children as and when required.<br>• SENCO to monitor interventions and revise regularly.<br>• Pupils eligible for PP meet age-related expectations in literacy and numeracy by the end of KS1.<br>• High level/robust vocabulary texts and teaching.<br>• Nuffield Early Language Programme for identified children.<br>• Relevant referrals to the speech and language service, the educational psychology service and communication learning and autism support service. |

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| Increase attendance rates for identified PP children to 96%+ (excluding Covid-related absences). | • Improve PP attendance to be 96%+.<br>• Individuals with poor attendance monitored and parent meetings held.<br>• ARE and GDS results increase across all classes/year groups. |
| Maintain or improve PP working at ARE in all year groups. Improve literacy and numeracy skills and confidence for PP children in KS2 to close gaps and prepare children for KS3. | • PP children in KS1 and KS2 have access to inclusive quality Wave 1 teaching and in-class support.<br>• Targeted academic support is provided for PP pupils. This includes structured interventions delivered via small group support.<br>• Children have regular access to supportive programmes such as TT Rockstars and Clicker 8.<br>• Children have access to quality reading resources, including a dyslexia friendly reading scheme. |
| Improve self-esteem and emotional health of our PP pupils. 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 are identified and reduced. | • Nurturing 'soft landings' have been provided<br>• Weekly Zones of Regulation group work two terms per year<br>• Individual Boxall Profiles undertaken<br>• EP, CLASS, CAMHs and Health Team service input at an individual basis<br>• Emotional resilience virtual workshops provided.<br>• Sensory Circuits and sensory breaks to reduce anxiety undertaken<br>• Extra small group nurture PE Group sessions provided |
| Improve the impact of Teaching Assistants when working with PP pupils. | • Use of Education Endowment Foundation research. TA impact. |

## 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: *£500*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Maintain or improve PP working at ARE or above in reading, writing and numeracy in KS1 and KS2. | Quality Wave 1 teaching in class for all pupils. This includes impactful TA support.<br>Reading, writing, and maths skills are life skills that equip children well for life beyond school. | 1, 2, 3 |
| Improve early literacy skills (vocabulary, reading and writing) for eligible PP children in Reception and KS1 to stop gaps forming or widening. | Communication skills are essential for children's life chances. The Nuffield early language intervention is in place for identified children and young people with speech, language, and communication needs.<br>Monitoring Reception provision with a focus on opportunities for speaking and listening. | 1, 2, 3 |
| Improve the impact of Teaching Assistants when working with PP pupils. | PP pupils receive impactful support in class from Support Staff. Communication between Support Staff and Class Teachers is strong. PP pupils receive a personalised approach to learning and same-day interventions, where possible, to strengthen learning. PP children in KS1 and KS2 achieve ARE. | 2, 3 |
| Embed the new Skylark Federation Curriculum. This is a bespoke, local curriculum designed for Barcombe, Hamsey and Plumpton's children. Modelled on the teaching and ideas of Jonathan Lear, it is designed to be | PP pupils benefit from a bespoke curriculum which supports them in the development of their aspirations. The curriculum is motivational and relevant. Visits and visitors are an integral part of a curriculum which provides practical learning opportunities.<br>PP children are able to articulate their experience of their Skylark Curriculum learning. Their work | 6 |

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| relevant, practical and supportive of pupils' aspirations and future goals. | evidences their achievement of ARE. | |
| Increased engagement in home school reading across KS2. TA support in EYFS and KS1 reading sessions. Use of high quality, well chosen, engaging texts. Weekly promotion, throughout the school, of reading.<br><br>Introduction of a new phonics programme, including training for staff. | English subject lead to ensure that the Federation approach to the development of reading is consistently implemented at every age phase. Peer observation of classes to share good practice. Monitoring by SLT. Pupil feedback to include voice of PP pupils. Increased teacher engagement with home school journals, monitored by SLT. Improvement of PP pupils reading and spelling across the primary phase. | 1, 2, 5 |

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

Budgeted cost: £ *43,284*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Maintain or improve PP working at ARE or above in writing. Support for PP pupils in KS2 and KS1. PP pupils to receive weekly small groups or one-to-one. Structured interventions to be on-going in class. | Concern that, as we work through the Covid-19 pandemic, writing is an area for many of our children that needs to be addressed. This is evident, particularly, in Years 1-3 (as on-going school-based assessment shows). It is particularly pertinent, too, for our PP pupils.<br>PP pupils' work and in-school assessments evidences the need for this approach. | 2, 3 |
| Maintain or improve PP working at ARE or above in maths. | PP pupils, particularly in KS2, need support with their maths. Identified issues have been compounded by the pandemic. Children's confidence with basic calculation, for example, is low. Weekly one-to- | 2, 3 |

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| | one and small group support sessions focusing on targeted areas of skill development following gap analysis (using assessments, internal data and weekly updates from Class Teachers). Small group and one-to-one interventions have previously supported children in making good progress. Evidence of progress will be collected via book scrutiny, pupil voice, data tracking and Pupil Progress Meetings. | |
| Whole school approaches to developing emotional and resilience. Targeted children with emotional barriers to learning and challenging/complicated home environments receive targeted interventions and mindfulness activities. Interventions to include sensory circuit work, Zones of Regulation approach, nurture support groups, extra (personalised) PE sessions, and in-class interventions.<br><br>A Sensory Room. The installation of sensory equipment in the Tardis to create a calm environment. | Some of our pupils come to school from challenging and chaotic home situations. Covid-19 has compounded these for many families. For these children it can be a challenge to focus on their learning; they need support and opportunities to talk, for example.<br><br>SENCo and Executive Headteacher completed Therapeutic Thinking in East Sussex Primary Schools 3x days – behaviour wellbeing whole school approach- 15 hour LA support to implement Therapeutic thinking approach<br><br>Zones of regulation ½ day and twilight- working with iSEND and individual pupil/staff/parents<br><br>Calming sensory room suitable for all ages and offers all the essential sensory equipment. Children from across the Federation will be offered opportunities to access this special-ist environment. | 4, 7 |

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

Budgeted cost: £ *2,281*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Improved attendance for all pupils but especially PP pupils.<br>A balance of individual rewards and class rewards decided upon with the views of the School Council.<br>Raise profile of different groups' attendance through newsletters and parent meetings.<br>HOS (DSL) to monitor attendance of vulnerable pupils weekly (including vulnerable PP pupils). | We can't improve attainment for children if they aren't in school. NfER briefing for school leaders identifies addressing attendance as a key step. ESCC is committed to improving attendance in its primary schools.<br>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 expectations teachers report if children's absence is falling.<br>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. Tracking absence due to Covid carefully. DSL to monitor if/when absence becomes a safeguarding issue. | 5, 8 |
| Increased participation in extra-curricular activities (Covid restrictions permitting) | PP children do not always get the opportunities that their non-PP peers do outside school and beyond the school day. Clubs and extra-curricular activities and trips which have a cost attached will be free to PP children wherever possible.<br>This support with increased and consistent attendance and provided a 'soft landing' for identified children. | 4, 6 |

**Total budgeted cost: £** *46,065*

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

On-going Covid-19 has impacted on pupils' progress, including that of PP pupils. We have been introducing new curriculum initiatives to support all learners. This includes pastoral and emotional support. Support resources and small group and one-to-one interventions are beginning to impact on the progress of our PP pupils. This impact has been challenged by Covid-related absences for staff and for pupils. We are striving to provide consistent support for our PP pupils but achieving this remains problematic due to attendance rates of some identified pupils. Support (through small group and one-to one organisation) remains a priority for 2021-2022. Children receiving regular intervention are developing more confidence in their learning. PP pupils' enjoyment of their learning has been impacted, positively, by the introduction of the new Skylark Curriculum and the Jane Considine approach to writing. These initiatives will continue to be a focus for us. Feedback from lesson observations has been valued by staff and impacted on subsequent planning. A focus for lesson observations in 2021 has been the impact of TAs on in-class provision for vulnerable learners.

A new phonics programme is being selected for Barcombe in 2021-2022, and how this supports pupil progress in Year 3 and beyond is key for the school. Reading remains a priority for the school. Daily priority reading opportunities have impacted, positively, on PP pupils.

The impact of Covid made the previous academic year, 2020-2021, challenging in multifarious ways. We have continued to analyse and use our school-based data (academic and attendance) to develop our Pupil Premium Strategy for forthcoming years.

### 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 |
|---|---|
| The Write Stuff | Jane Considine |

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| Therapeutic Thinking | |
| Zones of Regulation | |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | n.a |
| What was the impact of that spending on service pupil premium eligible pupils? | n.a. |

## Further information (optional)

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|---|
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |