

Pupil Premium Strategy Statement

Barlaston C.E (VC) First School 2023-2024

This statement details our school's use of pupil premium 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	Barlaston C.E (VC) First School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr G Taylor
Pupil premium lead	Mrs J Gordon
Governor	Gill Sands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,530
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	£26, 530

Part A: Pupil premium strategy plan

Statement of intent

High quality teaching and meeting the needs of all are at the heart of our approach. Through our ethos of “Let Your Light Shine,” we strive to ensure that all pupils achieve to the best of their ability and support all types of learners and learning along the way.

The focus of our pupil premium strategy is to support disadvantaged pupils in all areas of learning, wellbeing and development of their self-esteem. We encourage all to strive to the best they can be, irrespective of their starting point and to have self-belief.

Specific, targeted support will enable staff to close the attainment gap, and identify where additional support is needed. Communication is key amongst staff to enable continuity and to ensure we work smartly and effectively. “Knowing” our children is key, and as a small school, we pride ourselves on being proactive in identifying needs, knowing the families and having a good, trusting relationship between home and school.

Our current plan works well in addressing individual needs with teachers/teaching assistants and SENDCO using well planned time slots to make the most of learning opportunities for these children. Nurture is a great need for some of our pupils and this is built into daily activities.

The key principles of our strategy plan are as follows:

- All staff are dedicated to ensuring the children achieve the best they possibly can
- Focus on a growth mind-set, self –esteem and self-belief are at the root of their learning
- Ensure disadvantaged pupils feel supported and yet challenged
- Early intervention and being proactive are key
- Ensure all opportunities are available to disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that speaking and listening skills are evident amongst disadvantaged pupils more so than their peers
2	Assessments and observations indicate that wellbeing and mental health is a key need and this is also a priority for our school. Some children are still finding the transition back into school and whole class environments challenging
3	Additional resource and provision will be put in place as needed for disadvantaged pupils to ensure that they can all benefit from our clear focus on reading
4	Additional resource and provision will be put in place as needed for disadvantaged pupils to ensure that they can all benefit from our clear focus on phonics
5	Assessments and observations indicate that social and emotional skills have been highlighted as an area that needs to be addressed
6	Attendance amongst some pupils is an issue that is impacting on their education

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 speaking and listening skills	Formative and summative assessment will show that this has improved. Evidence gathered through discussion with pupils, discussions with staff and lesson observations. Children will articulate themselves confidently.
Improve wellbeing and mental health	Wellbeing group established. Pupil voice and surveys will help measure this. Introduction of new PSHE scheme. Discussion with pupils following PSHE work and lesson observations. Discussions with parents.
Improved reading attainment amongst disadvantaged pupils	Formative and summative assessment will show that sustained improvement is demonstrable for all disadvantaged pupils.

Improvements in phonics	Adjustments for disadvantaged pupils in phonics will ensure good and sustained improvement.
Improvement in social and emotional skills	Improvement in relationships and behaviour and in resilience in and out of the classroom.
Improvement in attendance	Children identified in this area will have improved attendance. This will be evidenced through discussions with parents, staff, pupils and communication with EWO.

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: £10,000

Activity	Evidence that supports this approach
Talk for Writing whole staff training and follow up	Speaking and listening development is key on this training and will impact on all disadvantaged pupils
Phonic training and support for staff. Resources	This will be led by our phonics lead and will be targeted to individual disadvantaged children's needs. Such a targeted approach will ensure all make progress

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach
1-1 support to improve speaking and listening skills	This will be run by the SENDCo and support staff and will be provided 1-1. The SENDCo has specialist S and L skills and this has been proven to have a positive effect on developing these skills.

1-1 support to sustain and improve wellbeing and mental health Nurture	This will be run by the SENDCo and support staff will be provided 1-1. This approach enablesthe pupils to have targeted intervention that addresses their specific needs, through discussion, games and fun activities.
Group activities to improve speaking and listening	This will be run by the SENDCo and teaching assistants. It involves games,role play, interactive activities and lots of discussion times.
Group activities to improve wellbeing and mental health	This will be run by the SENDCo and teaching assistants. It involves games,role play, interactive activities and lots

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

Budgeted cost: £2000

Activity	Evidence that supports this approach
Office support staff to have time to focus on attendance of individual children	Having that point of contact and the time to track attendance efficiently, will enable attendance to improve.
Curricular and extra curricular opportunity <ul style="list-style-type: none"> Swimming (including SEN Specific Sessions) Peripatetic Music Individual projects 	Feedback from pupils and parents. Opportunity , experience and progress achieved.

Total budgeted cost: £ 27,000