

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	Barnton Community Nursery and Primary School
Number of pupils in school	482 (75 pupil premium)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	13.12.2024
Date on which it will be reviewed	15.09.2025
Statement authorised by	Greg de Souza
Pupil premium lead	Greg de Souza
Governor / Trustee lead	Erin Pidsley

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,760
Recovery premium funding allocation this academic year	N/A
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	£91,760

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim for all pupils, including those entitled to Pupil Premium, is to inspire them to achieve the very best outcomes, regardless of their starting points and barriers to learning. Our pupil premium strategy plan works towards achieving these objectives by ensuring that we provide quality first teaching, academic interventions where necessary, and a range of enriching opportunities for all of our disadvantaged children. Language acquisition, vocabulary, phonics and reading are at the heart of our curriculum and prioritised throughout the school environment. We prioritise reading and early maths, and we aim for all of our children to achieve the highest outcomes in all areas of the curriculum. Significant non-academic challenges - such as attendance, behaviour, and social and emotional needs - can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of our Pupil Premium strategy.

The key principles of our strategy plan are that:

- Being a disadvantaged child should not be barrier to academic achievement of the highest standard
- Children are supported best when school staff work in partnership with parents and carers to raise standards

There should be no gap in attainment or progress between children in receipt of pupil premium and those who are not.

Challenges

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

Challenge number	Detail of challenge
1	Children's social and emotional wellbeing: resilience, self-esteem, mental health, adverse childhood experiences, retention of new concepts, insecure attachments.

2	Children living in poverty: hunger, lack of enriching opportunities and experiences, lack of funds to pay for trips, food, uniform and school equipment.
3	Parental wellbeing: substance misuse, mental health, lack of routine and boundaries, lack of aspirations, low levels of literacy, parents' own childhood/school experiences, poor health of parents.
4	Attendance: Emotional based non-attendance, frequent lateness, working in partnership with parents to support daily attendance,
5	Increased number of pupils with complex needs: poor language and communication skills, social communication, poor working memory, attention difficulties, motor skills, social, emotional and mental health.
6	Generally, our pupil premium children have limited enrichment opportunities in their lives. Therefore, as a School of Opportunity, we have additional enriching opportunities within our curriculum and wider offer to allow them to experience different places, cultures and learning environments.

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
Pupil premium children achieve outcomes that are in line with non-pupil premium children.	<ul style="list-style-type: none"> - There will be little disparity in the attainment of pupils' outcomes in the following areas: - GLD in Reception - Year 1 Phonics Screening - End of KS1 judgements - Multiplication checker in Year 4 - End of KS2 SATS.
All pupil premium children below ARE make accelerated progress in all areas to meet or exceed the progress of their non-pupil premium peers. Pupil premium children who are working at age related expectations or above make at least good progress.	<ul style="list-style-type: none"> - Through accelerated progression, the gap in attainment between PP and non-PP children is closing. <p>Pupils who are working below ARE will make at least expected progress over the academic year in reading, writing and maths.</p>
All children are well-prepared for each school day.	<ul style="list-style-type: none"> - All children are offered breakfast each morning - Children have correct equipment, uniform and shoes - Wraparound provision and after-school clubs are accessible to all children, where children are fed and supervised

	<ul style="list-style-type: none"> - Most disadvantaged families are specifically targeted for support - All children have their own PE kit in school
Attendance of pupil premium children is improved.	<ul style="list-style-type: none"> - Pupil premium attendance figures are in line with that of non-pupil children. - Number of children who are persistently late to school is significantly lowered to be in line with national average - Persistent absence figures are significantly lowered to be in line with national average
Opportunities for enrichment.	<ul style="list-style-type: none"> - All children are able to attend enrichment opportunities provided by school including: holiday clubs, residential trips, day trips, workshops and visitors with support from school - All pupils have access to a wide, rich set of experiences including: learning musical instruments - After-school clubs are facilitated by school with the most disadvantaged families encouraged to attend with costs met. - Children feel inspired by the opportunities presented to them and are encouraged to pursue their interests and talents - The most disadvantaged pupils consistently benefit from enriching opportunities in which they are actively encouraged to participate
Parents of children in receipt of pupil premium are well-supported in all areas	<ul style="list-style-type: none"> - Parents are given a range of opportunities to develop skills and qualifications, including: maths and English functional skills, parenting workshops, behaviour management - Parents are individually supported in improving their parenting capacity either via group or 1:1 support, for example improving routines and boundaries - Parental confidence in their own parenting is improved through support with routines and boundaries - Parents are well-supported through Early Help and Prevention TAFs - Parents are supported in providing for their children through the provision of food hampers, Christmas presents, uniform, and using local charities etc. - Parents access further education through Family Learning Hub at school, enabling them to seek further employment or simply gain new skills
Children's mental health, including behaviour and attitude to learning	<ul style="list-style-type: none"> - Children have high self-esteem - Pupils in receipt of pupil premium consistently have highly positive attitudes and commitment to their education - Pupils are resilient: they are highly motivated and persistent in the face of difficulties - Children make a positive contribution towards the life of the school and wider community - Attitudes towards learning are highly positive and pupils demonstrate high levels of self-control - Where children face difficulties with this, staff endeavour to take intelligent and fair action to help them succeed in their education.


	<ul style="list-style-type: none">- Children are ready to learn and are able to fully engage with their learning.
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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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,130







Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for all staff, related to both academic and non-academic topics, including mastery	<p><i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</i> EEF (A tiered approach to Pupil Premium spending.)</p> <p><i>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.”</i> EEF (Teaching and Learning toolkit)</p> <p><small>Mastery learning High impact for very low cost based on limited evidence</small></p> 	5 and 6
Tailored and structured support for Early Career Teachers	<p><i>“Priorities for professional development might include: ensuring high-quality materials are available for early career teachers linked to the Early Career Framework; online courses linked to the best available evidence on improve literacy and maths; and online courses linked to</i></p>	1,4,5,6

	<p><i>pedagogical approaches that are likely to be particularly effective for disadvantaged learners, e.g. metacognition.</i> (EEF Impact of school closures on the attainment gap.)</p> <p>Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence</small></p> 	
Work closely with external professionals to implement appropriate support for children with complex needs and other barriers to learning, including Educational Psychologists	The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage. (Case Study of excellence – EEF A tiered approach to Pupil Premium Spending)	1,2,3,5

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

Budgeted cost: £40,257


Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extensive training opportunities for all Teaching Assistants	<i>“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress.”</i> (DFE Supporting the attainment of disadvantaged pupils.)	1,5
Private Speech and Language support for those with greatest need	The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage. (Case Study of	5

	excellence – EEF A tiered approach to Pupil Premium Spending)	
Structured interventions	<p><i>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</i></p> <p>EEF (A tiered approach to Pupil Premium spending.)</p> <p><small>Small group tuition</small> Moderate impact for low cost based on moderate evidence   </p> <p><small>Reading comprehension strategies</small> Very high impact for very low cost based on extensive evidence   </p>	4,5

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ specific staff to identify and intensively support our pupil premium families (Pastoral Manager and Community Hub Manager)	<i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”</i> (EEF A tiered approach to Pupil Premium spending)	1,2,3,4,5,6
Attendance team to work closely with low attending families and	<i>“Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of</i>	4

<p>Education Welfare Officer:</p> <ul style="list-style-type: none"> - Daily phone calls - Home visits - Attendance panel meetings - Wellbeing and support plans <p>Attendance prizes</p>	<p><i>procedures and school improvement plan.</i>” (DFE Improving School Attendance)</p>	
<p>Arrange emotional support CPD for nominated staff, including mental health support and ELSA</p>	<p>“<i>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i>” EEF (A tiered approach to Pupil Premium spending.)</p>	<p>1,4,5</p>
<p>Support parents with children’s readiness for school, including purchasing clothing and school equipment</p>	<p>“<i>Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.</i>” (EEF Working with parents to support children’s learning.)</p>	<p>2,3,4</p>
<p>Arrange family/parental courses including: qualifications, 1:1 support with routines and boundaries</p>	<p>“<i>Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.</i>” (EEF Working with parents to support children’s learning.)</p> <p>“<i>Running workshops showing parents how to read and talk about books with their children effectively.</i>”</p> <p><small>Parental engagement Moderate impact for very low cost based on extensive evidence</small></p> 	<p>1,3,4,5</p>
<p>School to support with some funding towards developing cultural</p>	<p>“<i>All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute</i></p>	<p>6</p>

capital	to society.” (EEF Case Study A tiered approach to Pupil Premium spending.)	
School to finance musical instrument lessons	<i>“All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.” (EEF Case Study A tiered approach to Pupil Premium spending.)</i>	5,6

Total budgeted cost: £125,387

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that progress of disadvantaged pupils was @

Reading 5.6

Writing 2.5

Maths 4.3

To help us gauge the performance of our disadvantaged pupils we compared these results to non-disadvantaged pupils: Reading 3.8 Writing 2.7 Maths 3.8

The data demonstrates that in reading and maths disadvantaged pupils are making more progress than their peers. In writing, disadvantaged pupils are making similar progress to their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils behaviour is in-line with their peers, whilst attendance data remains higher with 8.5% below 95% against 6.1% below 95%.

Based on all the information above, the performance of our disadvantaged pupils are beginning to meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strategy continues to be effective. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.