

# Pupil premium strategy statement Barton Hill Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Barton Hill Academy
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Trystan Williams
Pupil premium lead	Rachel Hubbarde
Governor / Trustee lead	Nicola Clarkson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343 336
Recovery premium funding allocation this academic year	£27,540 (for school-led tutoring funding. <i>Some of this to be carried forwards</i> )
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£370,876 (£320 000 without Recovery premium)

# Part A: Pupil premium strategy plan

## Statement of intent

Evidence highlights common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. At Barton Hill Academy, we are determined to provide the support and guidance children need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. 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.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including those with multiple vulnerabilities inc. SEND and EAL
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

## Challenges

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

Challenge number	Detail of challenge
1	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
2	Pupils have limited experiences beyond their home life and immediate community.
3	Weaknesses in learning behaviours, e.g. lack of independence or resilience
4	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge

5	Poor language skills, including limited range of vocabulary, linked with limited life experiences
6	Low attendance and persistent absenteeism of PP/disadvantaged children

## 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
To enable children to meet or exceed the expected standard in reading, writing and maths	<ul style="list-style-type: none"> <li>• Pupils will close gaps between starting points and ARS</li> <li>• Pupils will achieve or exceed national average expected standard.</li> </ul>
Staff to provide consistently high quality social and emotional support for children to enable them to learn to self-regulate and develop emotional resilience	<ul style="list-style-type: none"> <li>• Thrive assessment show pupils (individual / whole class) have made progress</li> <li>• Reduced number of suspensions</li> <li>• Improvement in behaviour data (DC Pro)</li> </ul>
Enabling full access to the curriculum and development of social skills. Ensuring skills and talents are identified and developed.	<ul style="list-style-type: none"> <li>• Trips and visits carefully planned to enhance the curriculum offer.</li> <li>• Gifted and talented provision offered by all subject leads; external opportunities available.</li> <li>• Wide range of after school clubs and sessions offered to develop skills and interests as well as support social interactions</li> </ul>
Increased attendance	<ul style="list-style-type: none"> <li>• % increase in attendance each term</li> <li>• % increase in attendance when comparing year on year</li> <li>• Decrease the % of persistent absence</li> </ul>
Improved progress and outcomes in reading, writing and maths	<ul style="list-style-type: none"> <li>• % of pupils attaining expected at EYFS, KS1 and KS2 increased in reading, writing and maths</li> </ul>
<i>TA deployment</i>	<ul style="list-style-type: none"> <li>• TA have significant impact on pupil progress within the class and through delivering high quality interventions</li> </ul>

## 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: £ 68,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF Key stage one guidance report (2020) – Effectively implement a systematic phonics programme. Ensure all staff have the pedagogical skills and content knowledge. Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills. From the earliest point reading should be presented as the process of understanding the text.</p> <p>DFE Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>EEF teaching and learning toolkit +5 (phonics) +6 (reading comprehension strategies)</p>	3,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Continue to embed and tailor Mastery Maths approach for the needs of the children</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3,4
<p>Continue to improve the quality of provision in EYFS.</p>	<p>Early Excellence are the UK's leading provider of specialist, early years school improvement services</p>	3,4,5

<p>Improve the quality of teaching and learning provision and attainment through introduction of phase leads: EYFS, KS1 and KS2 who focus on Quality first teaching as the key to improving pupils progress and attainment</p> <ul style="list-style-type: none"> <li>•Metacognition and self-regulation</li> <li>•Embedding formative assessment</li> </ul> <p>CPD – implement ‘SSAT Embedding formative assessment (2 Yr programme) ‘</p> <p>CPD – metacognition, self-regulation and cognitive overload. Strong focus within the monitoring cycle</p>	<p>EEF Tiered Approach- The best available evidence indicated that great teaching is the most important lever schools have to improve outcomes for their pupils. High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Whole school planning that focuses on high-quality teaching requires the support of sustained professional, development.</p> <p>Sutton Trust (2011) poor teaching 0.5 (years progress) on disadvantaged, 1yr (years progress) on average student. Highly effective teaching 1.5 Yr. on disadvantaged student whereas 1.4 on an average student.</p> <p>EEF teaching and learning toolkit Metacognition and self-regulation +7 EEF teaching and learning toolkit – Collaborative learning approaches</p>	4,5
<p>AP to run a coaching programme for identified staff (including ECTs)</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	3,4

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

Budgeted cost: £226,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3,4

Targeted reading sessions by reading specialist teacher	Focused reading interventions can have a positive impact on pupil outcomes <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	3,4
Accelerate progress through intervention In class, same day intervention Specific targeted intervention Commitment to Delta project to ensure best use of teaching assistants CPD to ensure high quality delivery of intervention. Close monitoring of interventions Follow assess, plan, do, review model Interventions are tracked and progress closely monitored Interventions to include, BRP, Phonics, oral language interventions, inference CDP training via English Hub and Teaching school – Oracy 1:3 tutoring via tutoring programme (funding from recovery premium)	EEF – There is strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. Evidence consistently shows the positive impact that targeted academic supports can have, including those pupils who are not making good progress across the spectrum of achievement. Interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils. EEF key Stage 2 guidance report (2017) actively teaching reading fluency is important for all pupils and those judged to be struggling are likely to benefit from targeted support. EEF teaching and learning toolkit teaching assistant intervention +4 Provision of QFT and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	1,3,4,5,6
Speech and language therapist accessed to provide universal and targeted support. Oracy Lead release time for engagement with SSLIC project and to develop practice across the school	SSLIC project with University of Bristol	5

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

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Whole staff training on behaviour management and anti- bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice. Supported by attendance lead</p> <p>Parent support worker to support families overcome barriers which impact on pupil wellbeing and readiness to learn.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance is likely to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. W there isn’t much evidence to support specific strategi It is clear that planning to continue to support families and sensitive communication with parents and carers is vital.</p> <p>DFE – Link between absence and attainment key stage 2 and key stage 4</p>	<p>6</p>
<p>SEMH support including Thrive training and ongoing training/ support for Thrive Practitioners</p> <p>HLTA offering therapeutic approaches and Thrive room provision.</p>	<p>The EEF toolkit states: “SEL interventions in education are shown to improve SEL skills and are therefore li to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” Thrive data shows improvement across all year group this is being cross referenced this year with behaviour and academic data to isolate impact for individuals. Whole school screening terms 2, 4, 6 with impact an outcomes measures tracked alongside academic progress.</p> <p>Thrive data and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p>	
<p>Pastoral Lead to support children and families across vulnerable groups.</p> <p>Increased understanding of the vulnerability pupils face. Thrive strategies will support staff to implement appropriate strategies to support pupil well-being.</p>	<p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotional-learning</a></p> <p>Studies show that parental engagement has shown positive impact on academic achievement. EEF teaching and learning toolkit +4 +1</p> <p>Providing uniforms means pupils feel part of the school community and it isn’t a barrier to attending school.</p>	<p>1,3,4</p>
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<p>EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact</p>	<p>2,5</p>

<p>Out of school visits provide pupils with opportunities to experience the wider world. These experiences can build vocabulary (linked to reading attainment, linked to academic outcomes).</p> <p>After school enrichment programme – eg STEM, music, sport, Forest school.</p>		
<p>Psychotherapy support for targeted pupils via qualified therapist</p>		

**Total budgeted cost: £370,500**



## 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.

#### **Last year, the intended outcomes of our Pupil Premium strategy were:**

1. To enable children to meet or exceed the expected standard in reading, writing and maths
2. Staff to provide consistently high quality social and emotional support for children to enable them to learn to self-regulate and develop emotional resilience
3. Enabling full access to the curriculum and development of social skills. Ensuring skills and talents are identified and developed.
4. Increased attendance

#### **Were the intended outcomes met?**

1. Percentage of children making the expected standard from Yr1-6 are listed below:

Reading 60.2%

Writing 47.6%

Maths 58.7%

2. The school has adopted a Thrive approach and all children have been assessed based on the Thrive assessment tools. Subsequent interventions have been put in place to ensure that children are developing their emotional resilience. The school has also developed its whole school approach to the zones of regulation and each class has a regulation space which children are able to access when needed. This has led to a fall in behavioural incidents and only one temporary exclusion within this period.

3. There is a clearly developed and defined trips and visits map which complements the curriculum offer. There is a wide range of extra-curricular clubs available that run throughout the school year and attendance of key groups of children are being monitored and vulnerable groups have been targeted for invitations.

4. Attendance data is listed below:

Whole School Attendance 93.4%

Persistently absent children 22.3%

## 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