

Pupil Premium



Review of the
previous academic year
2023-24

As a school we recognise that the unique challenges our school and children face are interlinked, whilst we ultimately aim to improve academic outcomes, we know that from our internal data and information that without the essential foundations of good attendance, enjoyment at school, mental well-being, parental engagement, self-regulation and the skills to access learning, this simply will not happen. Whilst the areas to measure have been divided up against the former objectives, many are intrinsically linked to each other, and, along with quality first teaching are the cornerstones of our approach.

Aim	Outcome			
<p>Teaching Priorities</p> <p>EYFS</p> <p><i>Improving the outcomes through high quality teaching at all assessment points</i></p>	EYFS (Reception) GLD			
	2022	2023	2024	2024
	48.8%	60.3%	75%	Barford
	62.7%	65.1%	65%	Local Authority
	65.2%	67.2%	68%	National
	2022	2023	2024	EYFS Disadvantaged
	42.9%	40%	81.3%	Barford
	55.5%	58.9%	59.1%	LA
	49.4%	52%	52%	National
	2022	2023	2024	EYFS SEND
	0%	0%	25%	Barford
	18.3%	19.1%	17.9%	LA
	18.8%	19.9%	19.8%	National
	2022	2023	2024	EYFS EAL
	40%	65.4%	82.6%	Barford
61%	63.7%	64.2%	LA	
60.2%	62.6%	63.7%	National	

**Teaching
Priorities**

**Phonics
Screening**

*Improving the
outcomes
through high
quality teaching
at all
assessment
points*

Phonics

<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2024</u>
58.3%	67.8%	78.9%	Barford
75.4%	79.1%	79.8%	Local Authority
75%	79%	80%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Phonics SEND
37.5%	20%	50%	Barford
38.2%	42.9%	43.4%	LA
38.4%	42.2%	44.2%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Phonics (Dis)
59.1%	63.2%	77.8%	Barford
69.2%	74.4 %	75.5%	LA
62.5%	66.9%	68.4%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Phonics EAL
56.5%	52.9%	78.3%	Barford
75%	79.7%	80.4%	LA
75.2%	78.4%	79.8%	National

**Teaching
Priorities**

KS1

*Improving the
outcomes
through high
quality teaching
at all
assessment
points*

KS1 Reading

<u>2022</u>	<u>2023</u>	<u>2024</u>	Reading
63.3%	61%	71.2%	Barford
65%	66%	68.2%	Local Authority
66.9%	68.3%	71.4%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Reading - Disadvantaged
51.5%	56%	70.6%	Barford
57.4%	59%	64%	Local Authority
51.5%	53.9%	58.3%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Writing - SEND
20%	25%	12.5%	Barford
13.8%	17.5%	21.8%	Local Authority
17.2%	18.7%	21.8%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Writing - EAL
47.8%	59.1%	57.9%	Barford
56.1%	57.9%	59.6%	Local Authority
57.2%	58.7%	61.4%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Reading - SEND
20%	25%	37.5%	Barford
21.5%	24.2%	32%	Local Authority
26.1%	27.8%	31.9%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Reading - EAL
43.5%	59.1%	68.4%	Barford
62.6%	63.5%	65.9%	Local Authority
64.2%	64.8%	68.6%	National

KS1 Writing

<u>2022</u>	<u>2023</u>	<u>2024</u>	KS1 Writing
56.7%	61%	62.7%	Barford
56.2%	58.5%	61.2%	Local Authority
57.6%	60.1%	62.9%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Writing - Disadvantaged
54.8%	45.5%	60%	Barford
48.2%	51.0%	56%	Local Authority
41.2%	44.5%	48.4%	National

KS1 Maths

<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>KS1 Maths</u>
73.3%	61%	71.2%	Barford
65.3%	67.7%	68.9%	Local Authority
53.4%	70.4%	72.1%	National

Groups

<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>Maths - SEND</u>
20%	25%	37.5%	Barford
24.1%	27.6%	33.8%	Local Authority
29.3%	32%	35.1%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>Maths - Disadvantaged</u>
66.7%	56%	64.7%	Barford
57.6%	60.3%	63.3%	Local Authority
51.9%	55.8%	58.8%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>Maths- EAL</u>
69.6%	63.6%	78.9%	Barford
64.3%	66.6%	67.9%	Local Authority
67.1%	69.2%	71.1%	National

KS1 Combined (RWM)

<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>Combined (R,W,M)</u>
53.3%	45.8%	57.6%	Barford
51.9%	54.7%	56.5%	Local Authority
53.4%	56%	58.9%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Combined - SEND
20%	25%	12.5%	Barford
11.8%	15.1%	19.1%	Local Authority
15%	16.4%	19.4%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Combined - Disadvantaged
42.4%	40%	52.9%	Barford
43.5%	47%	50.6%	Local Authority
36.9%	40.2%	44%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Combined- EAL
39.1%	36.4%	57.9%	Barford
52%	54.3%	54.5%	Local Authority
53.1%	54.8%	57.7%	National

Teaching Priorities

Year 4 MTC

Improving the outcomes through high quality teaching at all assessment points

MTC (Multiplication Tables Check)

Average score out of 25

<u>2024</u>	<u>Average score</u>	MTC
Full marks 43%	-	Barford
		Local Authority
Full marks 29%	20.2	National

Teaching Priorities

KS2

Improving the outcomes through high quality teaching at all assessment points

KS 2 Reading

<u>2022</u>	<u>2023</u>	<u>2024</u>	KS2 Reading
62.5%	59.3%	78.3%	Barford
73.9%	70.4%	71.6%	Local Authority
67%	73%	74%	National

Groups

<u>2022</u>	<u>2023</u>	<u>2024</u>	Reading - SEND
9.1%	50%	44.4%	Barford
34.4%	34.5%	34.9%	Local Authority
37.5%	38.8%	40.5%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	- Disadvantaged
53.8%	55.6%	79.3%	Barford
67.7%	64%	65.4%	Local Authority
62.5%	60.8%	62.3%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	- EAL
62.1%	52.6%	71.4%	Barford
73%	68.3%	69.8%	Local Authority
74.3%	71.2%	72%	National

KS2 Writing

<u>2022</u>	<u>2023</u>	<u>2024</u>	KS2 Writing
64.3%	64.8%	75%	Barford
67.2%	70.2%	70.9%	Local Authority
69.7%	71.9%	71.8%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Writing- SEND
9.1%	50%	44.4%	Barford
22.8%	26.7%	28%	Local Authority
25.9%	29%	30.3%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Writing- Disadvantaged
61.5%	59.3%	82.8%	Barford
59.6%	63.4%	64.3%	Local Authority
55.5%	58.6%	58.5%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Writing- EAL
58.6%	63.2%	71.4%	Barford
67.1%	70.4%	70.7%	Local Authority
70.9%	73%	72 %	National

KS2 Maths

<u>2022</u>	<u>2023</u>	<u>2024</u>	Maths
64.3%	68.5%	81.7%	Barford
70.5%	73.2%	73.3%	Local Authority
68%	73%	73%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Maths- SEND
27.3%	56.3%	44.4%	Barford
31.1%	34.2%	35.1%	Local Authority
34%	36.4%	37.3%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Maths- Disadvantaged
61.5%	63%	86.2%	Barford
62.6%	65.4%	65.6%	Local Authority
56.5%	59.3 %	59%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Maths- EAL
65.5%	63.2%	90.5%	Barford
72.8%	76.3%	75.1%	Local Authority
76.3%	78.3%	77.2%	National

KS2 Combined (RWM)

<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>Combined (R,W,M)</u>
48.2%	53.7%	65%	Barford
57.5%	58.6%	60.2%	Local Authority
59%	60%	61%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Combined- SEND
0%	43.8%	22.2%	Barford
15.9%	18.5%	19.1%	Local Authority
18%	20.2%	21.4%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Combined- Disadvantaged
38.5%	48.1%	69%	Barford
49.1%	50.2%	52.3%	Local Authority
42.8%	44.5%	45.3%	National

<u>2022</u>	<u>2023</u>	<u>2024</u>	Combined- EAL
48.3%	52.6%	61.9%	Barford
58.5%	59.1%	60.2%	Local Authority
61.6%	61.9%	62.2%	National

Wider support for pupils' emotional well-being and mental health (supporting behaviour)

Our assessments and observations have indicated that our children's behaviour, well-being, and mental health can become barriers to their learning and social friendships. This has been evident particularly in some of our disadvantaged children. We have used targeted interventions (Thrive) and individual pastoral support from the Inclusion Team staff to help these children be better equipped to deal with daily life and support them in being 'ready to learn'.

The work carried out by our, Inclusion Team including our pastoral lead, has resulted in families and children being well-supported in regulation strategies, well-being, behaviour, and attendance / punctuality. The team continues to offer Early Help support and this has been further strengthened by the implementation of one-to-one support meetings and group sessions such as Barford's Tea and Chatter 'sessions'.

Thrive sessions for individuals or small groups

Our Thrive approach offers practical strategies and techniques and is built around online assessments which identify children’s emotional development and provides action plans for their individual needs.

Thrive promotes children’s emotional and social growth by building positive relationships between a child and their peers and helps them explore and understand their feelings through various activities.

Pupil	Positive Progress against targets
A	+65%
B	+34%
C	+91%
E	+73%
F	+58%
G	+57%
H	+43%

We track the pupils’ progress against their set targets, this has shown considerable positive progress for everyone.

Other activities that have supported the positive social, emotional and academic progress of some our disadvantaged children include:

- Roots to Fruits
- Pastoral groups
- Brick Club (Lego based therapy)
- Drawing and Talking therapy

All year groups have seen our disadvantaged children make positive progress.(See data above.)

The introduction of whole school rewards including Dojo points, certificates and the prize cupboard has positively impacted on all children and especially those disadvantaged children whole struggle to regulate their behaviour without support.

Attendance
Improvements to attendance for disadvantaged children

Attendance tracking and strategies are having a positive impact, overall attendance. The data take from the IDSR(inspection data summary report) and school’s internal tracking data below shows this:

Barford Primary school Attendance data

Attendance	Attendance % for disadvantaged children		Persistent Absence for disadvantaged children
2022-23	90.7%		41.3%
2023-24	92.4%	Nat (91.6%)	26.7%
2024 -25 (Autumn Term)	93.26%	Nat (92.4%)	24.7%

Overall absence fell by 2.3% in 2023-24 from 8.5% to 6.2%. Persistent absence levels also fell, there was a reduction by 10.5% from 30.9% to 20.4%.

The rewards systems put in place for the children have motivated them to attend school especially with our disadvantaged children.

Attendance of all pupils, especially that of our most disadvantaged, has been monitored using our management system Bromcom alongside our attendance tracker which is supported by SOL Attendance. Children’s attendance and absence is tracked daily so that early intervention can be implemented at the earliest opportunities. The school has provided increased breakfast club and afterschool club places for some of our disadvantaged children to help remove a barrier to learning. Parents have welcomed the opportunity and therefore there has been a positive impact on the pupils'

attendance resulting in an increase in accessing high quality learning opportunities on a more consistent basis. The teachers have had bespoke attendance training to support their understanding of barriers that our disadvantaged families might face. In addition to this the pastoral team has:

- increased provision for a greater number of our disadvantaged families to improve attendance of their children. Provision has included home visits, Early Help, nurse appointments.

The pastoral team's continuous initiative-taking nature of supporting parents applying for self-referrals means that more parents are willing to access the support they are entitled to as they can be in control of the process.

Wider opportunities

Pupils have accessed a wide range of extra-curricular activities and clubs at school including music lessons, gardening, and sports clubs. A proportion of all afterschool clubs are allocated for our disadvantaged children and trips for some of these children have been subsidised by the school.

Experiences and trips have included:

Experiences Offered 2023-24	
5 Beech Sailing	Weston Super Mare Y1 & 2
5 Beech Shireland Road Mosque	Weston Super Mare Y3 & 4
5 Oak Sailing	Weston Super Mare Years 5 & 6
5 Oak Shireland Mosque	Y3 & Y4 Blackwell Adventure
6 Laurel Sailing	Y5 & Y6 Blackwell Adventure
6 Sycamore Sailing	Y5 & Y6 St Briavels Castle Residential
Ash End Farm	Y6 Bowling Trip
Ash End Farm Nursery	Year 1 - Dudley Zoo
Back-to-Back Houses	Year 6 Boreatton Park
Beauty and The Beast Pantomime Trip	Snow White - Year 1 - 6
Bowling Year 6	St John's Church YR4
Cricket Festival	St Johns Church - Reception
Dudley Zoo & Castle for Year 1	Tamworth Castle
Enquinity Museum - Year 4	Kingswood Trip - Reception
RAF Cosford - Year 6	National Space Centre Year 5

Clubs have included:

Clubs Offered 2023-24	
Basketball Club	Dance
Chess Club	Steel Pans
Choir Club	Street dance
Crafts Club KS1	Urdu
Crafts KS2	Workshop - Ancient Maya
Football Club	Workshop - Anglo-Saxon
Gardening Club	Writing Club Year 2
Homework Club	Cheerleading (4, 5, 6)
Lego Club	Choir Club (3, 4, 5)
Movie Night - 9th Feb 23	Crafts (1, 2 & 3)
Origami Club	Stone Age Workshop Year 3

Pupils have access to an extensive range of experiences beyond the classroom. They look forward to after-school clubs, like gardening and dance and remember with pleasure the whole-school trip to Weston-Super-Mare.

Ofsted November 2023

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. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at a national and a local level and to the results achieved by our non-disadvantaged pupils.

The data demonstrates the **positive impact** of the use of pupil premium spendings on pupil outcomes. It also highlights that each cohort of pupils is unique with differing challenges.

2023-24 Subject areas where Barford's disadvantaged children are achieving above local authority and national levels	
Assessment Points	Area
EYFS	GLD
Year 1	Phonics Screening
Year 2	Reading at end of Key Stage 1 Writing at end of Key Stage 1 Maths at end of Key Stage 1 Combined at end of Key Stage 1
Year 6	Reading at end of Key Stage 2 Writing at end of Key Stage 2 Maths at end of Key Stage 2 Combined at end of Key Stage 2

The data demonstrates that we have made **positive progress towards our targets**. We have also drawn on school data and observations to assess wider issues impacting on disadvantaged pupils' performance including attendance, behaviour, and well-being.

Based on all the information above, the performance of our disadvantaged pupils is on track to meet expectations for progress. A new pupil premium strategy plan will now be adapted to address the changing landscape and needs of our children. The main focuses will include:

- 1) Maths – implementation of Maths Mastery
- 2) Reading – introduction of reading plus and fluency
- 3) Writing – development of Read to Write
- 4) Speaking & Listening – WELLCOMM (EYFS & KS1) Talk Boost (KS2)
- 5) Continued well-being development with further THRIVE training for the whole school and the introduction of OPAL play development