

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	William Barcroft Junior
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	60% (190/317)
Academic year/years that our current pupil premium strategy plan covers	2020/21
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Sargent
Pupil premium lead	Sarah Sargent
Governor / Trustee lead	Sue Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 240,395
Recovery premium funding allocation this academic year	2021-22 £24,070 Current Balance Sept 21 £20,491
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	£ 284,956

Part A: Pupil premium strategy plan

Statement of intent

In determining the most effective way to allocate the Pupil Premium Funding the school will carefully consider the particular challenges faced by our pupils, alongside the research conducted by the EFF. It is our aim to utilise those strategies which will have the highest impact on outcomes and thus children's lives, whilst ensuring we use our in-depth knowledge of our pupils particular circumstances to accurately meet their needs.

Context of School

William Barcroft Junior School serves one of the most deprived wards in Grimsby/Cleethorpes. Many pupils come from disadvantaged economic home circumstances. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation (IDSR 2021). Cohorts are large with over 80 pupils in most year groups.

Priorities

Our priorities at William Barcroft Junior School are:

- To narrow the gap for those pupils not on track to achieve the expected standard at the end of KS2.
- To ensure that all pupils make progress in line with national expectations regardless of their pupil premium status.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To use academic research to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.
- To continue to improve attendance.
- To ensure that all children, regardless of back ground, receive the range of experiences involved in the delivery of our full curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and communication skills.
2	Low aspirations, self- confidence and learning attitudes affecting outcomes.
3	Limited access to wider enrichment activities
4	Chaotic family lives and Social Service involvement
5	Attendance and punctuality issues. High mobility joining/leaving during non-standard admission times.

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
1. To improve outcomes for disadvantaged pupils in reading, writing and maths.	Progress scores in reading, writing and maths for disadvantaged pupils all above national average. Combined reading writing and mathematics attainment for disadvantaged pupils for 2021 are above 75%. Disadvantaged pupils' attainment is in line with national 'other'.
2. High attendance for disadvantaged pupils.	Attendance of disadvantaged pupils above 95%
3. All disadvantaged pupils to receive a wide range of enrichment experiences across the curriculum.	All pupils provided with enrichment experiences for learning they would not usually experience including local trips, visits to the theatre, residential trips. Classroom coverage of the curriculum reflects the intent to increase cultural capital.
4. Provide high levels of pastoral support enabling disadvantaged pupils to access their daily learning.	Accelerated progress for children in receipt of interventions and other targeted support.

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: £ 84,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD (£3000)	The EEF states <i>that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> , therefore high quality staff CPD is essential. This is followed up during team development meetings and INSET. We are also part of the local Maths Hub.	1
Additional teacher to allow smaller class size (£14,450) + (£29,759)+£35,284	Reducing class sizes has a positive impact of +2 months on average (EFF). This comes from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive This is prioritised lower down the school as research shows that this is when it has higher impact.	1
ECT Development (meeting time cover £2,477)	Two members of staff have been appointed as mentors to help develop two ECTs. Time has been allocated for weekly meetings with the ECTs and their mentors.	1

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

Budgeted cost: £ 61,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA Interventions (£32,357)	Our weekly assessment meetings identify those children needing tailored intervention with our highly skilled HLTAs. Impact is visible in very short periods of time as we see evidence of gaps closing and children able to access whole class lessons with success. This strategy is therefore employed in all year groups across the school.	1, 2
One to One Interventions	The EEF states that 'On average, one to one tuition is very effective at improving pupil outcomes', suggesting that an average	1, 2

(£6,750)	improvement would be +5months. £27,000 will be the total spend on this, with 75% of costs funded from the Tutoring grant and 25% from recovery funding.	
<i>Team at Work Intervention Programmes</i> (£5850)	A significant number of our disadvantaged pupils have additional needs which required tailored programmes to improve specific skills. These have high impact which is evidenced through hot and cold tasks and changing targets.	1
<i>Accelerated Reader Programme and books</i> (£2770 + £3000)	When used by small groups of disadvantaged pupils in school, analysis showed that pupils using accelerated reader were increasing their reading age significantly: Year 4 57% of children on the programme improved by over a year's reading age and 14% increased by 2 years reading age in a 6 month period. Year 5 50% of children on the programme increased over a year's reading age and 36% increased by 2 years reading age in a 6 month period. We are therefore now using this system across the whole school.	1
<i>RWI Resources</i> (£270)	We have significant numbers of pupils coming into year 3 with weak phonics skills (24% had not passed their phonics screening in year 1 or 2) therefore a phonics structured programme is needed for catch up in targeted intervention groups.	1
<i>TT Rockstars</i> (£159) <i>White Rose Maths</i> (£ 120)	89% of our pupils met EXS in maths in 2019, which is 10% above national average. TT Rockstars made a significant contribution to this, ensuring tables are secure, and White rose maths forms the basis of our whole maths curriculum.	1
<i>Speechlink</i> (£7020)	A number of our disadvantaged pupils require tailored speech therapy. We ensure that this is picked up as early as possible using this service to diagnose and address specific difficulties.	1
<i>Educational Psychologist</i> (£3000)	In order to diagnose specific difficulties we require the support of our Education Psychologist so that programmes are correctly tailored for some of our disadvantaged pupils.	1,2

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

Budgeted cost: £ 138, 001

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor Support</i> (£100,400)	Many of our disadvantaged pupils do not come to school in a position to learn each morning. They frequently require support in processing events happening in the home before being able to access lessons. Additionally, many require our tailored in-house pastoral programmes to meet specific needs and remove barriers. Internal data proved high impact of these groups.	2,4,5
<i>Attendance Officer</i> (£9,530)	Attendance has been severely affected by the Covid pandemic and is a top priority. An attendance officer in school is vital to ensure all systems are rigorous and every issue is followed up fully.	5
<i>Attendance Rewards</i> (Festival £400 Party £100 Trip £700)	Attendance celebrations including a party, a festival and an end of term cinema trip have in the past helped increase attendance considerably.	5
<i>Subsidy for School Trips</i> (£2000 + £30 x 190 ch = £5700)	In order to ensure that all of our disadvantaged pupils have the same experiences as other pupils we subsidise school trips. This enables work in the classroom to take place linking the outside experience to topics in class. Increasing cultural capital has been proved to impact on outcomes in a number of studies.	3
<i>Subsidy for Workshops</i> (£2000)	As above	3
<i>Subsidy for residential</i> (£40 x 85 = £3400)	Pupils in years 5 and 6 will have the opportunity to complete residential experiences at Cherry Garth camp. Team building and activities to raise confidence and self- esteem will be at the heart of this.	3
<i>Out of school clubs</i> (£1260)	In order for all disadvantaged pupils to have the opportunity to access a wide range of extra-curricular clubs they are provided free of charge.	3
<i>Music Tuition</i> (£1800)	Music tuition is used to ensure our disadvantaged pupils do not miss out on a broad and enriched arts curriculum.	3
<i>Pastoral Tracker</i> (£940)	Our Cpoms tracker plays a vital role in allowing us to monitor and address barriers which arise on a daily basis.	4,5
<i>Fortis Therapy</i>	Post-therapy analysis shows a positive impact on	2,4

(£1125)	pupil learning attitudes and behaviour .	
<i>Breakfast Club Provision</i> (£7125)	All disadvantaged pupils are provided with a free breakfast if required to ensure they are able to concentrate fully in lessons. This is frequently noted by teachers as having a high impact on learning.	4
<i>Pastoral End of Term Celebrations</i> (£500)	Those children who are disadvantaged and vulnerable who need to develop confidence and self- esteem are invited to end of term pastoral celebrations.	3
<i>Uniform, Book bags</i> (£1021)	To ensure reading is prioritised we ensure all disadvantaged pupils are given a book bag.	2,4

Total budgeted cost: £ 284,267

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.

During the academic year 2020-21 60% of our Y6 cohort was disadvantaged. Data shows the impact of the strategies employed in school with disadvantaged pupils performing well in relation to their peers:

(Internal test data sent to MAT)

	ALL PUPILS	DISADVANTAGED PUPILS
Pupils meeting expected standard in reading, writing and maths	62%	64%
Pupils achieving at a higher standard in reading, writing and maths	12%	14%
Pupils meeting expected standard in reading	75%	71%
Pupils achieving at a higher standard in reading	29%	26%
Pupils meeting expected standard in writing	78%	81%
Pupils achieving at a higher standard in writing	22%	17%
Pupils meeting expected standard in maths	70%	74%
Pupils achieving at a higher standard in maths	23%	29%
Average score in reading	104	103
Average score in maths	103	104

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

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)

Our progress figures over several years show the impact that our strategies have on accelerating progress for our disadvantaged pupils:

The progress made by our disadvantaged children was above the national average for **non-disadvantaged pupils** in reading, writing and maths in 2018:

	Reading	Writing	Maths
Progress score for disadvantaged pupils	0.44	1.08	3.09
Confidence interval	-1.3 to 2.1	-0.5 to 2.7	1.6 to 4.6
Number of disadvantaged pupils	49	49	49
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

This further improved during the last year of validated data in 2019:

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	0.59	3.94	2.08
Confidence interval ?	-1.4 to 2.6	2.1 to 5.8	0.3 to 3.8
Number of disadvantaged pupils	36	36	36
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils ?	0.32	0.27	0.37