

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024-2025 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	Barcombe CE Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	10.40%
Academic year/years that our current pupil premium strategy plan covers	3 years 2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Stewart James; Executive Head
Pupil premium lead	Sian Williams Inclusion Lead
Governor / Trustee lead	Alison Gardiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,430
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	Total £28,430

Part A: Pupil premium strategy plan

Statement of intent

Barcombe Primary School: A small and mighty school where everyone flourishes in the heart of the community. However, we recognise that one of the biggest barriers for children historically has been poverty of expectation and so we are determined to create a climate where every child can thrive.

We have high aspirations and ambitions for our children, and we believe that no child should be left behind. We strongly believe that it is not about social demographic but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and potential under-achievement.

We are determined to ensure that our children are given every chance to exceed expectations. We recognise, too, that the earlier we can support children the better their chances of closing the gap. We prioritise our spending to catch pupils early and aim to narrow the gap in Key Stage 1.

High quality inclusive teaching is at the heart of our school 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. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support that is provided by experienced teachers.

Accreditations reflecting our best practice and commitment include: Quality Mark for Inclusion.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception tend to be lower for pupils eligible for PP than for other pupils. This results in lower attainment in reading and writing as pupils move through the school.
2	Literacy and numeracy skills tend to be lower for PP than for other pupils entering Reception. This results in lower attainment in reading, writing and spelling as pupils move through the school.
3	High level of SEND need for this group of pupils in relation to non-PP pupils.

4	The self-esteem and the readiness to learn of these pupils tends to be lower which makes it more difficult for them to achieve GDS.
5	Attendance rates for pupils eligible for PP are sometimes lower. Poor attendance reduces their school hours and causes them to fall behind on average.
6	Nationally, academic aspirations of some parents with pupils eligible for PP are low. In our school we have identified a correlation between support at home and lack of motivation in pupils to succeed. Specifically, lack of support for reading at home has been identified for this group as an issue.
7	We recognise that amongst our cohort of PP pupils there may be higher levels of children requiring help and protection from targeted agencies as parents require additional support to meet their needs and safety. For some of our vulnerable pupils this impacts on concentration and knowledge acquisition in class.

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
<p>Improve early literacy skills (speaking, listening, reading, and writing) for eligible children in Reception and KS1 to stop gaps forming or widening.</p> <p>To embed Oracy across the curriculum to support the articulation of ideas and develop the use of spoken language across the key staged.</p>	<ul style="list-style-type: none"> • An Oracy focus on listening is embedded in every lesson. • Regular pupil progress meetings. • Structured conversations with parents (termly) regarding progress. • SLT to track conversations and data. • Class Teachers to hold 3x per week same day interventions for children as and when required. • SENCO to monitor interventions and revise regularly. • Pupils eligible for PP meet age-related expectations in literacy and numeracy by the end of KS1. • Phonics interventions • High level/robust vocabulary texts and teaching. Relevant referrals to the speech and language service, the educational psychology service and communication learning and autism support service.
<p>Increase attendance rates for identified PP children to 96%+</p>	<ul style="list-style-type: none"> • Improve PP attendance to be 96%+. • Individuals with poor attendance monitored and parent meetings held. • ARE and GDS results increase across all classes/year groups.

<p>Maintain or improve PP working at ARE in all year groups. Improve literacy and numeracy skills and confidence for PP children in KS2 to close gaps and prepare children for KS3.</p>	<ul style="list-style-type: none"> • PP children in KS1 and KS2 have access to inclusive quality first teaching and in-class support. • A drive in the development of oracy skills to support articulation in English and Maths. • Targeted academic support is provided for PP pupils. This includes structured interventions delivered via small group support. • Children have regular access to supportive programmes such as TT Rockstars and White Rose interventions. • Children have access to quality reading resources, including a dyslexia friendly reading scheme. • Additional reading support
<p>Improve self-esteem and emotional health of our PP pupils. Emotional barriers to learning are supported and reduced leading to these children making at least expected progress across a year group.</p>	<ul style="list-style-type: none"> • Nurturing 'soft landings' have been provided • Weekly Zones of Regulation group work two terms per year • Individual Boxall Profiles undertaken • EP, CLASS, CAMHs and Health Team service input at an individual basis • Emotional resilience virtual workshops provided. • Sensory Circuits and sensory breaks to reduce anxiety undertaken • Extra small group Nurture support sessions provided. • Autism support teacher offering 1-1 and small group support and sensory circuits.
<p>Improve the impact of Teaching Assistants when working with PP pupils.</p>	<ul style="list-style-type: none"> • Use of Education Endowment Foundation research. TA impact. • TASS providing support via training for staff and a specialist TA. • SENCO support and CPD where needed.

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain or improve PP working at ARE or above in reading, writing and numeracy in KS1 and KS2.	Quality First teaching in class for all pupils. This includes impactful TA support. White Rose interventions Same day interventions Termly monitoring Pre-teaching and over learning	1, 2, 3
Improve early literacy skills (vocabulary, reading and writing) for eligible PP children in Reception and KS1 to stop gaps forming or widening.	SALT assessments are used to identify and assess children and young people with speech, language, and communication needs.	1, 2, 3
Improve the impact of Teaching Assistants when working with PP pupils.	Monitoring of interventions on Edukey SENCO CPD- What is high quality support/ precision teaching	2, 3
Continue to embed the new Skylark Federation Curriculum. This is a bespoke, local curriculum designed for Skylark Federation's children. Modelled on the teaching and ideas of Jonathan Lear, it is designed to be relevant, practical and supportive of pupils' aspirations and future goals.	PP pupils benefit from a bespoke curriculum which supports them in the development of their aspirations. The curriculum is motivational and relevant. Visits and visitors are an integral part of a curriculum which provides practical learning opportunities. PP children are able to articulate their experience of their Skylark Curriculum learning. Their work evidences their achievement of ARE.	6

<p>Increased engagement in home school reading across KS2. TA support in EYFS and KS1 reading sessions. Use of high quality, well chosen, engaging texts. Weekly promotion, throughout the school, of reading.</p>	<p>English subject lead to ensure that the Federation approach to the development of reading is consistently implemented at every age phase. Peer observation of classes to share good practice. Monitoring by SLT. Pupil feedback to include voice of PP pupils. Increased teacher engagement with home school journals, monitored by SLT. Improvement of PP pupils reading and spelling across the primary phase.</p>	<p>1, 2, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain or improve PP working at ARE or above in writing. Support for PP pupils in KS2 and KS1. PP pupils to receive weekly small groups or one-to-one. Structured interventions to be on-going in class.</p>	<p>Writing is an area for many of our children that needs to be addressed. It is particularly pertinent for our PP pupils. PP pupils' work and in-school assessments evidences the need for this approach.</p>	<p>2, 3</p>
<p>Maintain or improve PP working at ARE or above in maths.</p>	<p>PP pupils, particularly in KS2, need support with their maths. Identified issues have been compounded by the pandemic. Children's confidence with basic calculation, for example, is low. Weekly one-to-one and small group support sessions focusing on targeted areas of skill development following gap analysis (using assessments, internal data and weekly updates from Class Teachers). Small group and one-to-one interventions have previously supported children in making good progress. Evidence of progress will be collected via book</p>	<p>2, 3</p>

	scrutiny, pupil voice, data tracking and Pupil Progress Meetings.	
Whole school approaches to developing emotional and resilience. Targeted children with emotional barriers to learning and challenging/complicated home environments receive targeted interventions and mindfulness activities. Interventions to include sensory circuit work, Zones of Regulation approach, nurture support groups and in-class interventions.	<p>Some of our pupils come to school from challenging and chaotic home situations. For these children it can be a challenge to focus on their learning; they need support and opportunities to talk.</p> <p>We have targeted Nurture Groups and have developed the role of the Nurture lead.</p> <p>All staff have received training around sensory processing and the benefits of sensory circuits.</p>	4, 7

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

Budgeted cost: £ 3,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attendance for all pupils but especially PP pupils. A balance of individual rewards and class rewards decided upon with the views of the School Council.</p> <p>Raise profile of different groups' attendance through newsletters and parent meetings.</p> <p>HOS (DSL) to monitor attendance of</p>	<p>We can't improve attainment for children if they aren't in school. NfER briefing for school leaders identifies addressing attendance as a key step. ESCC is committed to improving attendance in its primary schools.</p> <p>Attendance as a regular feature in all newsletters. Monitoring weekly by office staff and the HOS. Teachers have list of pupils with low attendance in previous year with expectations teachers report if children's absence is falling.</p> <p>Meetings at early stages of low attendance. Regular reporting to</p>	5, 8

vulnerable pupils weekly (including vulnerable PP pupils).	governors regarding attendance of all groups. Maintain the high profile of the subject in classes, assemblies and around the school generally. DSL to monitor if/when absence becomes a safeguarding issue.	
Increased participation in extra-curricular activities.	PP children do not always get the opportunities that their non-PP peers do outside school and beyond the school day. Providing spaces at Breakfast Club and After School Club when available will support this. Clubs and extra-curricular activities and trips which have a cost attached will be free to PP children wherever possible.	4, 6

Total budgeted cost: £ 28,430

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 2023 to 2024 academic year.

We have been introducing new curriculum initiatives to support all learners. This includes pastoral and emotional support. We foster a whole school approach to developing emotional wellbeing and resilience through Zones of Regulation and Therapeutic Thinking approaches. We have targeted Nurture Groups and have developed the role of the Nurture lead. This will continue in 2024-2025; the impact will be monitored throughout this academic year. Support resources and small group and one-to-one same day interventions are having an impact on the progress of our PP pupils. We are striving to provide consistent support for our PP pupils but achieving this remains problematic due to attendance rates of some identified pupils. Support (through small group and one-to one same day interventions) remains a priority for 2024-2025. Children receiving regular intervention are developing more confidence in their learning. PP pupils' enjoyment of their learning has been impacted, positively, by the introduction of the new Skylark Curriculum and the Jane Considine approach to writing. These initiatives will continue to be a focus for us. Feedback from lesson observations has been valued by staff and impacted on subsequent planning. A focus

for lesson observations in 2024 has been the impact of TAs on in-class provision for vulnerable learners. A new phonics programme was selected for Barcombe in 2022-2023, and how this supports pupil progress in Year 3 and beyond is key for the school. Reading remains a priority for the school. Daily priority reading opportunities have impacted, positively, on PP pupils. We have continued to analyse and use our school-based data (academic and attendance) to develop our Pupil Premium Strategy for forthcoming years.

Externally provided programmes

Programme	Provider
The Write Stuff	Jane Considine
Therapeutic Thinking	
Zones of Regulation	
Speech and Language Link	

Service pupil premium funding

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable