



Pupil Premium Statement

2021-2022

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	Barmston Village Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sara Bainbridge, Headteacher
Pupil premium lead	Jack Cunningham, Deputy Headteacher
Governor lead	Debbie Allen, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,710
Recovery premium funding allocation this academic year	£17,423 (Recovery Premium Grant) £12,000 (School-led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£186,133

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to fully support our pupils in their own personal development, through a rich and targeted curriculum that fully compliments our children's lives and personalities. Our children need support with a variety of aspects within their own personal development including how to build their own resilience, self-confidence and motivation to learn. Our school ethos encourages our pupils to 'Be the Best You Can Be', therefore we aim to not only educate our children about how to be safe, responsible, respectful and active British Citizens; but to also take responsibility for their own learning; their own understanding and management of emotions; their own ability to regulate themselves and their own understanding of how they learn best in order to then actively influence their own future; their aspirations and goals for their careers and adult lives. We aim to prepare our children on how to engage with society, be proud of their community and give them a sense of place in this modern world.

Through a rich and full curriculum, we aim to improve our pupils' understanding of vocabulary, early reading and phonics, from the very earliest stage, to when they leave us at the end of key stage 2, in order to provide them with the best possible start to their lives and to provide a solid platform of education, for them to go on and succeed in life. This will mitigate the challenges in literacy that our pupil's face when they enter our school and support them with the early development of their communication, language and literacy skills.

As a school at the heart of the community, we not only aim to support and educate our pupils, but we also strive to support our pupils' parents. This not only benefits the parents, but has a positive impact on the mind-set of our pupils. Parental engagement is key to the success of young people, however due to the high levels of deprivation within the area; aspirations are low, resulting in negative social mobility. As a school, we aim to provide support in any way possible, in order to build relationships and aspirations for our pupils and parents, as well as being a network of support for the wider school community: we strive to actively engage in educating both our pupils and parents in what is acceptable in society.

Our pupils will need time to recover from the impacts of school closures that occurred due to COVID-19. As a school, our first priority will be to support our pupils and parents with any pastoral issues as we start to see the long-term effects of not only school closures but other aspects of life that have had to change since the discovery of COVID-19. Our disadvantaged and vulnerable pupils have seen the greatest impact on them during this time, and we will aim to support them through whatever challenges they now face. Secondly, we aim to support pupils recover academically – we understand that with some children, especially our disadvantaged cohorts, this will be a long-term challenge that we face.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from throughout school and are more prevalent among our disadvantaged pupils than their peers since COVID-19.</p>
2	<p>Phonics & Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Maths</p> <p>Assessments, observations, and discussions with pupils suggests many disadvantaged pupils lack a deep understanding of number and number relationships, as well as fluency in addition and subtraction facts. This is impacting the attainment in maths across school.</p>
4	<p>SEMH</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to high levels of deprivation in the local area. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased over time, many of whom require additional support with social and emotional needs.</p>
5	<p>Life Experiences</p> <p>Discussions with pupils and families, along with recent statistical IDACI measures, have identified high levels of deprivation in the local area which negatively impacts the life experiences of pupils. This has particularly affected disadvantaged pupils in our school.</p>
6	<p>Attendance</p> <p>Recent attendance and lateness figures show a gap between disadvantaged and non-disadvantaged pupils. This means that pupils are missing out on critical aspects of their education and not fully prepared for their future learning.</p>
7	<p>COVID-19</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, across the curriculum in all year groups.</p> <p>Alongside academic barriers to learning being recognised as a result of COVID-19, observations and discussions with pupils have identified the physical challenges that pupils now face as a further barrier to learning. Pupils are struggling with such things as fine and gross motor skills, tiredness and being generally physically unhealthy post</p>

COVID-19 lockdowns.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show an increase in the number of disadvantaged pupils who met the expected standard.
Improved maths attainment for disadvantaged pupils across school, through acquisition of a deep understanding of number and number relationships, as well as fluency in addition and subtraction facts.	KS2 maths outcomes in 2024/25 show an increase in the number of disadvantaged pupils who met the expected standard.
To achieve and sustain improved mental and physical wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To improve the life experiences for all pupils across this school, in particular disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 4%.
To close the knowledge gap between disadvantaged and non-disadvantaged pupils and a greater number of children achieving age-related expectations.	Outcomes in 2024/25 show an increase in the number of disadvantaged pupils who met the expected standard.

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: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further enhance and adapt our PSHCE curriculum to ensure it addresses the specific needs of the children and their families within our community. Including:</p> <ul style="list-style-type: none"> • Embedding into the PSHCE curriculum, from Nursery to year 6, aspects from the FRIENDS training to it is a whole school nurture programme. • Introduction of the metacognition and self-regulation using ‘Zones of Regulation’ will teach and support pupils in understanding their emotions and how to manage them. • School to embed learning from being part of the EEF Careers Benchmark trial to support our children’s aspirations. • Auditing the PSHCE curriculum and ensuring RSE and Online Safety progression across school is established. • Staff CPD on Project Evolve – Online Safety toolkit. 	<p>Due to the deprivation and issues with social mobility within the local area, opportunities for pupils to develop a healthy and positive understanding of careers, relationships, resilience and self-learning etc. are limited. As a school, we aim to provide our children with the best possible start to life, which involves providing support for our pupils to develop in many diverse aspects of life, and overcome other factors which they encounter in their home environment and community. We aim to provide our children a sense of pride within their local area, and encourage them to have aspirations for the future.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Social and emotional learning</i></p> <p><i>T&L Toolkit evidence – High Impact (EEF) Metacognition and Self-Regulation</i></p> <p><i>EEF – Careers Education International Literature Review</i></p>	<p>4, 5, 6, 7</p>
<p>To continue to develop curriculum across the school to be able to provide our pupils with sufficient knowledge, skills and cultural capital for future learning, employment and to succeed in life. Including improving our children’s understanding of vocabulary by developing:</p> <ul style="list-style-type: none"> • A consistent approach across 	<p>Our pupils enter education with limited understanding of language and vocabulary, therefore it is essential that as a school, we provide our children with the ability to improve their understanding and find strategies that work and support them in their own learning. In previous years, we have seen a positive impact of the Reciprocal Reading approach, therefore to enable us to further support the pupils and take every opportunity to improve vital literacy skills,</p>	<p>1, 2, 7</p>

<p>school, involving implementing Reciprocal Reading activities throughout all subjects including foundation subjects.</p> <ul style="list-style-type: none"> • The curiosity approach across Early Years to stimulate use of language and encourage extension of children’s vocabulary while reinforcing basic skills. • Resources and training acquired from taking part in the Nuffield Early Literacy Intervention • A focus on tier 2 vocabulary. 	<p>we will continue to develop our curriculum, including using aspects of Reciprocal Reading in all parts of the curriculum. Alongside this, we will implement the training provided through the Nuffield Early Literacy Intervention in order to support our pupils understand or vocabulary, early reading and phonics awareness. This will be adjusted in a bespoke manner by the bought in SALT intervention team for our children.</p> <p><i>T&L Toolkit evidence – High Impact (EEF) Feedback</i></p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions</i></p> <p><i>T&L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</i></p>	
<p>To implement an engaging and affective reading and phonics structure across school which provides a clear progression across the key stages. Including:</p> <ul style="list-style-type: none"> • Staff being fully trained and engaged with the programmes used by the school • Staff actively promoting a love of reading. 	<p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests. After a reading and phonics audit carried out in school, it was clear that the school needs a clear structure for everyone to follow in order to achieve the best for all pupils. A new structure will be implanted across school providing support and clarity for school staff in order to fully support and challenge our pupils.</p> <p><i>EEF Improving Literacy Recommendations.</i></p>	1, 2, 7
<p>To develop its curriculum across the school to be able to provide our pupils with sufficient knowledge, skills and cultural capital for future learning, employment and to succeed in life. Including:</p> <ul style="list-style-type: none"> • Research being carried out around long term memory. • Subject managers devising a plan for aiding long term memory and knowledge retention across school. • Develop how school will assess long-term memory. • CPD for all staff members for supporting the bottom 20% of 	<p>Our pupils need support with strategies for retaining key skills and knowledge across the curriculum in order to provide them with best possible start to their education.</p> <p><i>T&L Toolkit evidence – High Impact (EEF) Metacognition and Self-Regulation</i></p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Collaborative learning</i></p>	1, 2, 3, 7

pupils along with those with SEND needs - Physical Memory/ The BUSS Model etc.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£136613**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher to support teaching in KS1 by teaching small targeted interventions to identified pupils.</p>	<p>In previous years, we have seen a high level of impact, through the use of experienced teachers teaching targeted interventions in reduced group numbers. Changes have been made to staffing arrangements in order to facilitate this.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Reducing Class Size</i></p>	<p>All</p>
<p>Experienced teacher to support teaching in KS2 by teaching small targeted interventions to identified pupils in order for them to achieve greater depth within the expected standard.</p>	<p>In previous years, we have seen a high level of impact, through the use of experienced teachers teaching targeted interventions in reduced group numbers. Changes have been made to staffing arrangements in order to facilitate this.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Reducing Class Size</i></p>	<p>All</p>
<p>HLTA to work across Nursery and Reception in order to provide targeted support and intervention for CLL – resources and training from the Nuffield Early Language Intervention programme to be used to facilitate this. Whole school approach to tier 2 vocabulary will also be focused on using Oxford’s ‘WorkSparks’ publications.</p>	<p>High impact has been seen in EYFS over previous years on progress from children’s very low point on-entry. Changes made to the provision for more effective learning and higher level of staffing to facilitate this learning.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions</i></p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Early years interventions</i></p>	<p>1, 2, 7</p>
<p>Clear expectations will be set out by the SLT in order to ensure a robust progression of reading and phonics skills across the phases. HLTA to work across KS1 using a systematic synthetic phonic scheme alongside a reading</p>	<p>Audit to be carried out on the effectiveness of school’s current reading and phonics programmes to ensure staff have the highest possible standards for our pupils when teaching early reading and phonics. Audit will ensure school is consistent with its teaching of early reading and phonics across all phases.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>1, 2, 7</p>

<p>scheme which clearly matches children’s ability to target specific children.</p>	<p>Phonics T&L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions T&L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</p>	
<p>Experienced teacher to work across KS2 to give targeted intervention to identified readers through the Reciprocal Reading approach and the use of Accelerated Reader Software.</p>	<p>Reciprocal Reading approach is having impact but specific groups need targeted interventions to close the gap in KS2 specifically PP children. Accelerated Reader Software is proven to be successful in supporting pupils to achieve their expected reading age and target support where it is needed.</p> <p>T&L Toolkit evidence – Moderate Impact (EEF) Small group tuition T&L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</p>	<p>2, 7</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: T&L Toolkit evidence – High Impact (EEF) One to one tuition And in small groups: T&L Toolkit evidence – Moderate Impact (EEF) Small group tuition</p>	<p>7</p>

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

Budgeted cost: **£36,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue counselling services within school supporting our most emotionally vulnerable children and their families.	Seventh year of a counselling service present in school. Impact reports of seven years have shown positive impact on children’s emotional well-being and academic performance from before entering the service. Being able to access the service in-house means children are not waiting for support and early intervention is possible. This service also supports pupils with attendance concerns. <i>T&L Toolkit evidence – Moderate Impact (EEF)</i>	4, 6
To provide enrichment opportunities in the 'Arts' curriculum as well as promoting positive attitudes to learning and increased well-being through instrumentalist specialist support.	High impact in previous years with children highly engaged and making very good progress. <i>T&L Toolkit evidence – Moderate Impact (EEF)</i> <i>Arts Participation</i>	5
To subsidise educational enrichment experiences - visits outside of school/ visitors into school/After school clubs (to include transport and accommodations where relevant).	The life experiences these visits/trips give our disadvantaged children supports them to develop a greater understanding of their world outside the village and provides them with the stimulus to enrich their language and imagination. <i>T&L Toolkit evidence – Moderate Impact (EEF)</i> <i>Arts Participation/Aspirations</i> <i>Intervention/Outdoor Adventure Learning</i> <i>Council for Learning Outside the Classroom – Using The Pupil Premium Outside The Classroom</i>	5

Total budgeted cost: £186,133

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the implementation of our Remote Education Plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information:

Outcome	Review notes
To ensure that all pupils are supported with their own personal development in preparation for future adult lives in the wider world.	<ul style="list-style-type: none">• Year 2 of EEF Careers completed• PSHE curriculum continuing to be used.• Lockdown 3 (school closures) Jan – March – PSHE focus when children returned
To improve children’s communication, language and literacy skills across school in order to provide them with the essential skills for future life.	<ul style="list-style-type: none">• Started in Autumn term• Lockdown 3 (school closures) Jan – March• Due to the lockdown, focus will be brought forward to next term
Across the school, children are retaining more key curriculum knowledge across all subjects.	<ul style="list-style-type: none">• This focus was started this academic year, however due to lockdown 3, it will be more important than ever for children to be taught to use metacognitive principles and long-term memory in their future learning to aid long-term memory and knowledge retention.• Staff will have further training from JC (this did not happen in 2019-20 due to lockdowns)
Rise in standards of outcomes across the lowest 20% of PP children at the end of KS1	<ul style="list-style-type: none">• Autumn 1 – Reception pm had extra support from Nursery staff for Interventions Teacher, HLTA and TA.

	<ul style="list-style-type: none"> Autumn 2 – as the Year 1 bubble had to isolate prior to half term and are challenging they were given extra support as R were more settled . Am – 2 teachers and HLTA PM – 2 teachers, 2 HLTAs and a TA Focus on afternoons for lower ability on learning through play with a focus on CLL and Personal and Social Development.
Targeted pupil’s communication, language and literacy skills are improved across EYFS.	<ul style="list-style-type: none"> NELI Programme was started in EYFS in Autumn term Lockdown 3 (school closures) Jan – March – programme continued when children were back in Summer term – will need to be brought as a focus
Phonics and reading standards to rise in Year 1.	<ul style="list-style-type: none"> New phonics scheme purchased New phonics books purchased Early Years and KS1 books all relevelled and clear assessment procedures developed. Further training and launching for pupils to take place in Autumn 2021
Targeted PP readers to achieve or exceed their individual targets across KS2.	<ul style="list-style-type: none"> Accelerated reader purchased to support reading across KS2 Further training and launching for pupils to take place in Autumn 2021
Most emotionally vulnerable children in school have access to therapeutic counselling to support them to access the curriculum and have strategies to deal with their barriers to learning. Support families of these children to feel confident to support their children.	<ul style="list-style-type: none"> Launch of new in-house service
KS2 Children will have regular access to FRIENDS Nurture programme group ran by trained staff in order to develop their resilience, understanding of relationships and improve their attitudes towards their own learning.	<ul style="list-style-type: none"> Due to demanding needs of our pupils and impact of COVID -19, whole school nurture provision explored through use of FRIENDS and Zones of Regulation.
Children in years 3 and 4 exploring their musical intelligence through performance and developing a wide range of learning skills from specialist providers.	<ul style="list-style-type: none"> On-going
All children are able to access Educational Visits/Visitors to enrich the curriculum and support	<ul style="list-style-type: none"> On-going

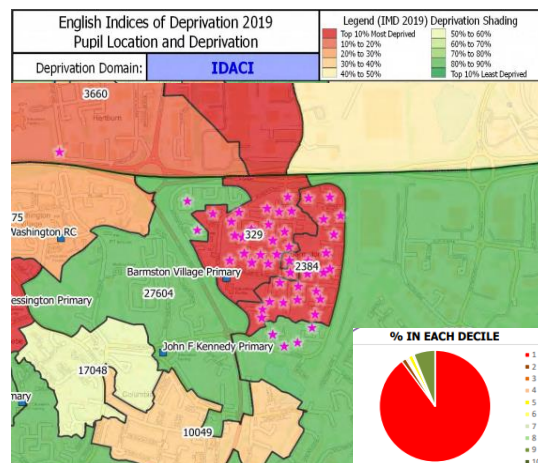
their learning and understanding in specific topic work	
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Externally provided programmes

Programme	Provider
NELI	Training from Nuffield Foundation and then delivered by HLTA in school
Monster Phonics	Monster Phonics training in delivered remotely due to COVID-19
Careers Benchmark Pilot	CPD completed by member of SLT and disseminated amongst staff

Further information (optional)

- Barmston Village Primary is situated in an area of extremely high deprivation. Recent statistical IDACI measures 2019 show that 90% of our families are living in the top 10% most deprived areas with 48% in the top 5% most deprived areas of the whole country. This is a significant rise in deprivation since 2015 IDACI information when the school information stood at 49% in the top 10% and 41% in the top 10-20% most deprived areas. This trend has been seen since 2010 from IDACI statistics and supports the challenges that are being seen for our families and for us within school.



- Barmston Village Primary is an average sized primary school. School role is currently 225 including Nursery. In current years we are experiencing more instability; we have had 3 children leave this year linked to moving house and safeguarding issues and a further 3 joined our school due to the same reasons.
- It is a local community school located in a housing estate within Sunderland LA. The majority of housing is rented from Local Authority or private landlords. Numbers of private tenants have risen steadily within the estate and is where the rising trend of mobility seems to be linked with rather than council housing.
- The proportion of children eligible for pupil premium is above National average and accounts for over half of the school, 61%. School has put strategies in place to encourage parents to inform us if they are eligible for FSM and will be trying new strategies again this year in light of the increasing level of deprivation the school community is facing. Building trust for our families to inform us of changes in their circumstances is paramount. Due to COVID-19 lockdowns, the number of pupils eligible for FSM rose as parents took advantage of the government's voucher scheme – parents have been more willing to engage with school in applying for FSM and seek support during these difficult times. As a school we now believe the percentage of pupils eligible for FSM is now more of a true reflection of the deprivation that our pupils face each day.
- The number of food bank referrals the school has made has increased dramatically in the past few years and since COVID-19 we now support our own families through charitable donations.
- In previous years a majority of our families have had or were having support for their parenting needs through work with social care or outside agencies supporting children and families e.g. Wearside Women in Need, Family Workers, counselling, CAHMs. However Early Help agencies are now very limited in Sunderland and school is becoming the main source of support for vulnerable parents. This has been a main area to consider for school linked to the School Improvement Plan and Pupil Premium Strategy. SLT members are involved with multi-agency meetings on a regular basis. School is highly concerned at the vulnerability of the area and the impact this is having on the emotional well-being of the children and school community. Current Social Care caseload for the school's 4 Designated Safeguarding Leads is the highest in 6 years. Our in-school counselling service is paramount to the well-being of both pupils and parents in the community, with a significant increase in support needed for issues relating to anxiety following the impact of COVID-19.
- Last academic year 5 children were removed into Local Authority care. In one week - 7 children were removed from the care of the main parent. 3 into Kinship care, 4 to foster care. In 2020, 11 were removed from the care of the main parent.
- Baseline assessments completed as children enter Early Years indicate the average attainment on entry for the majority of pupils is well below national averages. A very large majority are working now over one year or more behind expectations. IDACI information 2019 shows that 100% of our Nursery children live in the top 10% most deprived area in the country.
- The vast majority of children are of White British background. 1.5% of children come from minority

ethnic groups. 1% of children in school have English as a second language (Polish).

- The proportion of children with special educational needs and/or disabilities is rising – it currently stands at 24%. Currently we have 5 children with an EHCP. Two children gained EHCPs in 2020-21 and moved to specialist provisions in Summer 2021.
- Attendance Rate 2018-19 was 96.5%, PP 96.2.%. Attendance rates in 2019-20/2020-2021 were significantly impacted due to COVID-19 – ineffective data due to codes used for Remote Education etc.
- The impact of Lockdown has been significant emotionally and academically for the children and families and also financially.