

Pupil Premium Strategy statement

This statement details our school's use of pupil premium 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.

Federation overview 2024/25

| Detail | Data | |
|---|----------------------|-----------------|
| School name | Balksbury Federation | |
| Number of pupils in Federation | 642 | |
| Number of pupils in each school | Infant | Junior |
| | 268 | 374 |
| Proportion (%) of pupil premium eligible pupils | 52/268 19.4% | 63/374 16.8% |
| Proportion (%) of pupil premium eligible pupils- Federation | 18.1% | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 – 2027 | |
| Date this statement was published | December 2024 | |
| Date on which it will be reviewed | September 2025 | |
| Statement authorised by | Katy Thompson | |
| Pupil premium lead | Fran Farrell | |
| Governor/Trustee lead | Kevin Pope | |

Funding overview 2024/25

| Detail | Amount Infant | Amount Junior |
|--|-------------------------|-------------------------|
| Pupil premium funding allocation this academic year | £63,640 | £82,880 |
| <i>Overall federation funding allocation</i> | £146,520 | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £0 |
| Total budget for this academic year | £63,640 | £82,880 |
| Total federated budget for this academic year | £146,520 | |

Part A: Pupil premium strategy plan

Statement of intent

At Barksbury Federation, we believe that education is a powerful gift and is ours to give. We are committed to delivering inspirational teaching that develops well-rounded and responsible individuals who aspire to achieve their full potential. Throughout the federation, we respect and value each child. Providing a safe, secure and welcoming learning environment, we will ensure that children gain a wealth of educational experiences and develop cultural capital as they move on their journey from Year R to Year 6.

Barksbury Federation Learning Values

Our staff and children live our learning values in all aspects of federation life. They are the fundamental, core values we feel our children need to be successful during their time at the federation and beyond:

Perseverance

Within our learning environment we teach our children to persevere in doing something, despite difficulty or delay in achieving success. In the words of Stephen Hawking, we want our children to, 'Remember to look up at the stars and not down at your feet.' Our children are encouraged to welcome challenge and have self-belief. We want them to say: 'I may not be there yet but I am closer than I was yesterday.'

Respect

We strongly believe that respect is a two-way process and this is built into our Code of Conduct. It is vital that our children embrace respect of differences and, other people's views and opinions. It is our belief that respect distinguishes from right and wrong, values all, and is a vital moral component of our federated community

Collaboration

We strongly believe that by working together with others, children are enabled to solve future problems. Our curriculum fosters opportunities for children to collaborate and celebrate commonalities. Through this, children build self-esteem, positive attitudes and see others' point of view.

Barksbury Federation is determined to explicitly continue to develop our curriculum so that it provides our children with the best chance of succeeding into the future in a world of an ever-changing educational landscape and fulfils the federation's core vision. Our vision and values aim to enable and empower our children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential.

All staff work hard to ensure that there is visible parity in approaches to teaching and learning to ensure our vision and values are clear. Our 5 Year Vision has introduced new initiatives which will enable our children to continue to acquire learning skills which will stay with them for life. We are committed to developing our 'Barksbury Citizens' to be:

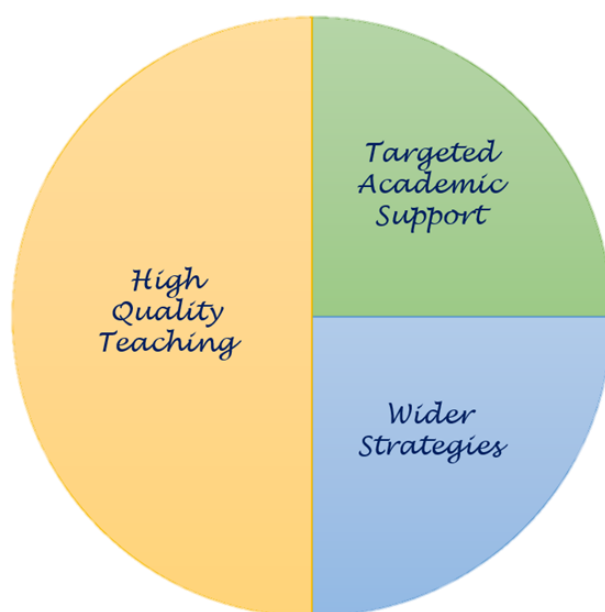
Happy
Open-minded Creative
Ambitious
Compassionate
Unique Honest Prepared
Resilient Empowered
Motivated Proud
Self-aware

Children from disadvantaged backgrounds, often require additional support and it is our aim to ensure they have access to a wide range of resources and interventions to support them in reaching their full potential. The federation believes the additional provision delivered through Pupil Premium funding should be available to all children within the federation, who we know are disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. The federation considers the most effective way to allocate Pupil Premium funding with careful consideration for the needs of the children.

This document outlines the amount of funding available, the federation's strategy for spending the Pupil Premium funding effectively, and the procedure for ensuring the funding is allocated correctly. At Balksbury Federation, our ultimate objectives for our disadvantaged pupils are to:

- Narrow the attainment gap between disadvantaged pupils and their peers
- Focus on well-being through our Health and Wellbeing curriculum
- Provide pastoral support for children and parents, identified by the federation as vulnerable or in need
- Have parental engagement in all aspects of federation life, to support learning in and out of the classroom
- Raise the attendance of disadvantaged children
- Provide experiences to build cultural capital so that all children, regardless of socio-economic status have the foundation they need for a successful future

Proportions of funding for teaching, targeted intervention and wider support are in line with guidance published by the EEF (Education Endowment Fund); EEF Guide to the Pupil Premium, Autumn 2021:



High Quality Teaching

The Leadership Team ensure Pupil Premium funding and provision impacts achievement, Health and Wellbeing, and attendance. The Deputy Headteacher and Governors regularly monitor the provision and outcomes compared to other children in the federation, to ensure good outcomes for all groups of children. Through a commitment to continued professional development, we ensure that every child receives high quality teaching. Weekly staff workshops are focused on curriculum and pedagogy and are driven by the 'School Improvement Plan' and 'Five-Year Strategic Vision'. The quality of training materials is assured through feedback forms which are recorded and analysed. The federation is committed to supporting Early Career Teachers (ECTs) in developing strong practice. In addition to the Early Career Framework, the federation provides weekly CPD workshops for ECTs so that they are also able develop their skills and knowledge in line with federation practice.

Subject leaders are ambitious and proactive in ensuring the best-possible outcomes for children in each curriculum area. Subject leadership time is used to monitor the curriculum through child conferencing, work sampling and book scrutiny, lesson observation and teacher conferencing. The information gathered is used to inform future actions and is regularly shared with staff through feedback documents, curriculum updates and staff workshop sessions. The federation has a core curriculum model that is made up of Key Stones at the centre of curriculum design (*diagram 1*) which is pivotal to the curriculum with three changing factors (*diagram 2*) that will be examined and evaluated as the federation moves forward.

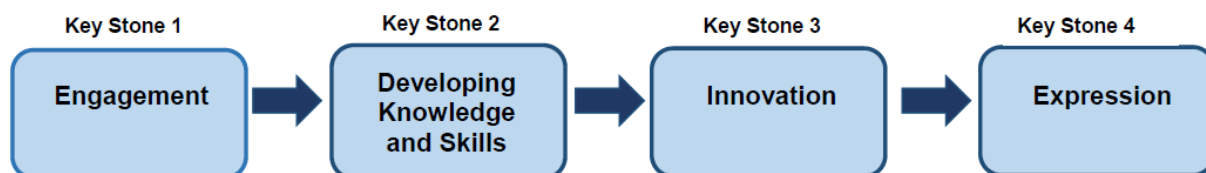


Diagram 1

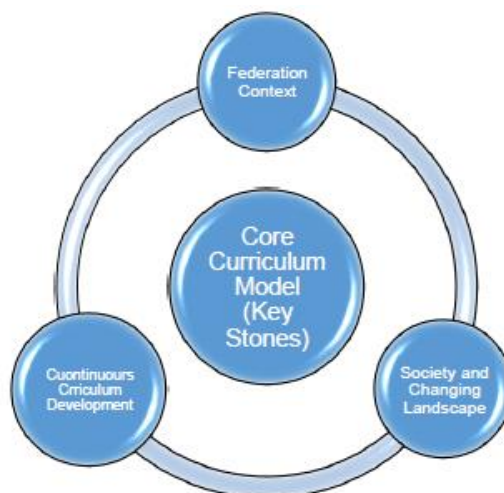


Diagram 2

Carefully investment means that the federation offers a wealth of opportunities for children, both inside and outside the classroom. Our Outdoor classroom, the 'The Tipi', is used throughout the school year in all weathers. The two amphitheatres, pond, wild garden, woodland and fire pit are integral to curriculum provision and support development of cultural capital and emotional wellbeing. The reflection and remembrance wellbeing garden is available to all members of the federation community. All children from Year Two to Year Six receive swimming lessons every year in the onsite swimming pool. On average, the children have receive at least 12 weeks of swimming lessons each academic year.

Ongoing investment in technology, the use of which is embedded across the curriculum, enriches, inspires and builds knowledge and skills. Children have access to:

- VR headsets which allow multisensory exploration of locations past and present. This builds cultural capital and provides a stimulus for high-quality classroom talk
- iPads which allow learning to take place in the classroom through a range of education apps, including a personalised spelling programme through Spellzone, and the internet
- A computing suite with 32 desktop computers and an interactive whiteboard for teacher modelling and exposition
- Three 3D printers which provide practical application for 3D modelling
- 'Crumble' programmable controllers to create programmes on computers to operate buzzers, lights and motors
- 'Makey Makey' microcontrollers which use resistive sensing to turn everyday objects into keyboard inputs, allowing children creative exploration of programming

- Data loggers which support children in digital data collection
- Programmable lighting deck
- Google Classroom accounts which allow learning to continue at home through 'blended learning'

We firmly believe that children 'learn to read and then read to learn'. All staff recognise that reading is central to children's success. Early phonics is taught through the Little Wandle synthetic phonics programme:

'The phonics programme is delivered meticulously because of high-quality training and ongoing support. Leaders support teachers in using a wide range of reading books to reinforce pupils' knowledge and increase their vocabulary. As a result, pupils develop their fluency and comprehension securely, in addition to a love of reading.' (Ofsted 2022)

The federation uses the Three-Pronged Approach to teaching reading so that children develop fluency and prosody alongside comprehension skills. High-quality texts are used across the curriculum to develop language, knowledge and cultural capital. Children have access to 'book barns' at playtime and lunchtime and the 'book swap boxes' allow all children to access freely available books. Investment in the libraries on both the infant and the junior sites, as well as creating focus bookshelves, which change to reflect current issues in federation life, has created a buzz around reading. Children have the opportunity to change their library book weekly and are supported to do so by the class teacher and the Library and Reading Development Support Assistant. Classroom mini libraries are interactive and allow children to share personal responses to texts that they have enjoyed.

The federation's Spoken Language Progression of Knowledge and Skills ensures that children build oral language skills year on year from Year R to Year 6. They apply these skills in Talk Toolbox sessions across the curriculum and especially in Health and Wellbeing, Religious Education and Class Assembly. In addition to this, the Tier 2 Word Progression ensures that children build their vocabulary effectively so they are able to express themselves through spoken and written language.

The federation recognises that high-quality teaching must extend to social times of the day such as playtime and lunchtime. The federation's Positive Playground Initiative ensures that children have a wealth of opportunities to learn and embed social, emotional, cognitive and physical skills. Staff deployment is carefully planned and time is invested in staff training so that adults are able to engage in high quality interactions with children.

Performing Arts have been a focus in our 'Five-Year Strategic Vision'. Different styles of dance are established across the federation and each year group builds through their learning journey to a performance. During their dance sessions, children have access to full-length mirrors which span the width of the hall. These allow children to self-evaluate. From Autumn 2024 the federated Sports Leader has further developed the Positive Playground Initiative by coordinating a wide range of sporting activities at lunchtime and coaching the children throughout the lunch hour. In order to continue to strive for excellence in PE, the Sports Leader works alongside class teachers, coaching and mentoring during PE sessions. Children are given opportunities to participate in competitive games both within the federation and with other schools.

Targeted Academic Support

Targeted academic support is provided by classroom teachers, learning support assistants (LSAs) and school-based tutors. Children's progress and attainment is tracked carefully so that gaps in learning and areas for challenge can be quickly identified and addressed. Through a combination of preteaching (to develop confidence before learning is delivered as a class), 1:1 and small group interventions, support is linked to classroom teaching and the curriculum.

Year group teams have access to expert support from our highly-experienced SENDCo and our SEN support staff team. Termly team meetings with the SENDCo and half-termly meetings with

the Pupil Premium Lead ensure that interventions meet the changing needs of individual children. LSA training is informed by regular monitoring and is carried out every two weeks by the Leadership Team.

Teams of LSAs work across each year group so that an in depth understanding of children's attainment and progress is developed. Interventions which are delivered outside the classroom are followed-up with targeted academic support in the classroom so that retrieval practise and spaced learning aid transference to long-term memory.

The Community Support Leads (CSLs) work with families to identify and overcome barriers to learning and emotional wellbeing. They are also trained Emotional Literacy Support Assistants (ELSA) and provide 1:1 sessions to children weekly (or more frequently if required). In addition to this, the Sports Leader provides sports interventions for children with low-self esteem, social and emotional difficulties and those with SEND.

Wider Strategies

Through our Community Support Leads, attendance and punctuality are constantly monitored. Following the release of the DfE guidance 'Working together to improve school attendance' (August 2024) Attendance Officers have worked with the Leadership Team to ensure the new statutory requirements are met. We have built strong partnerships with our families; there is always someone to support in times of need. Our Coffee, Cake and Chat mornings, which are run by the CSLs, are hugely successful. Children also have access to Emotional Literacy Support delivered by trained members of staff. Nurture groups, peer support groups and the federation's 'Talk Toolbox' discussion sessions help to develop high levels of emotional literacy.

Support provided to families by CSLs includes (but is not limited to):

- Andover food bank – including vouchers, Easter eggs, Christmas hampers and summer packages
- White goods fund
- Personal care bags
- Breakfast packs
- Community cupboard
- Supermarket food vouchers
- Parents Empowered by Andover schools (PEAS)

Across the academic year 2023-2024, the federation provided support such as this to 144 children and their families.

The federation has prioritised high expectations of children's behaviour both during structured and unstructured times. At playtime and lunch time, children have access to a wide range of toys and activities which promote teamwork and sharing as well as developing gross motor skills. As part of the Positive Playground Initiative, the Sports Leader is deployed every lunchtime to lead sports activities in which children can participate. In addition to this, across the week different teachers offer sports for children to join in with such as basketball, netball, cricket and hockey. Play Leaders are excellent role models and wear fluorescent tabards so that all children can seek their support. Children from both schools have access to the federated playground so that no opportunities are missed. At playtime, staff are allocated different roles so that a core group are free to interact and play with the children. This means that children for whom playtime poses challenges can be nurtured and supported. Behaviour incidents are logged on an online monitoring system (CPOMS). Senior Leaders monitor incidents constantly and analyse and discuss trends weekly. 'Supported play' is offered to those children who need it. Ofsted (2022) stated that:

'Pupils' behaviour is exceptional. They are extremely polite and courteous. Pupils understand the importance of positive behaviour and how their actions affect their friends. Children in early

years show thought and care towards everyone. At playtimes, pupils from different year groups play together harmoniously. They delight in the exciting and vibrant range of activities available.'

Children have many opportunities to develop their leadership skills and become confident, resilient, knowledgeable leaders of the future. Embedded within this is children's understanding of federation values and British Values. Children can apply to become members of the Junior Leadership Team, Play Leaders, Climate Action Team representatives, House Captains, Junior Librarians, classroom monitors and Sports Leaders. In order to develop cultural capital, some of these roles are elected by peers (such as Junior Leadership Team and House Captains) and other roles have a rigorous application process. For example, the Sports Leader role where children in Year 6 must complete an application form, provide a reference, and participate in an interview in order to be allocated the role.

We are passionate that all children should have a voice and therefore every member of the federation forms the school council. With 594 after-school enrichment club places offering a huge range of activities (such as cookery, football, woodwork, gymnastics and sewing), children develop social skills alongside those offered by the club. From Autumn 2024, the Leadership Team run a Homework Drop-in Club which all children are invited to attend if they wish. This provides parents the opportunity to understand current strategies used in the federation and improves attitudes to learning beyond the school day. The Pupil Premium Lead is proactive in ensuring that all children who wish to attend a club have the opportunity to do so and this is reflected in the average percentage of Pupil Premium children attending clubs since Autumn Term 2023 versus the percentage of children who are not eligible for pupil premium funding:

Infant School

On average 76% of FSM Pupil Premium children attend a club

On average 50% of children who are not eligible attend a club

Junior School

On average 61% of FSM Pupil Premium children attend a club

On average 47% of children who are not eligible attend a club

Children attend residential visits in Year 4 and Year 6 and financial support is offered to families who are unable to meet the financial commitment of these so no child who wishes to attend is left behind. The federation funds an annual Year 6 trip to a local working farm. Key curriculum aims have been identified, however the overarching aim is that, children will deepen their understanding of where our food comes from as well as ecology and sustainability.

The federation is committed to promoting a partnership with parents and has an 'open door' policy. Teachers greet children and parents at the classroom door each morning and are available to answer any questions. Federated events such as the Christmas Jingle and the annually alternating STEM Fayre and Arts Festival welcome families to share their children's achievements. Through the Year Group pages on the website and the two-weekly newsletter, Across the Playground, parents are able to stay up to date with what children are learning. Homework is set weekly to provide an opportunity for retrieval practise of the current learning in school and all families are invited to attend homework drop-in sessions every Tuesday after school. These are run by the Leadership Team and support families with any questions they may have about content of homework and subject knowledge as well as strategies and methods. The Leadership Team are also able to support and motivate those children who are reluctant to complete homework at home during these sessions, helping to promote good learning habits for life.

Challenges

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

| Challenge number | Detail of challenge |
|--|--|
| 1 Outcomes | Outcomes and progress of children are significantly affected by vulnerability of home life (economic, social, emotional, cultural capital). Those children who join the federation after Year R may have gaps in their learning and need 'Catch Up' interventions. |
| 2 Additional vulnerable groups including SEND and EAL | Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Those children who are Pupil Premium and also another vulnerable group tend to perform less well than their Pupil Premium peers. |
| 3 Development | Vocabulary knowledge of children significantly impacts progress Some children begin Year R with far fewer words than their peers. |
| 4 Attendance | Poor attendance and persistent absence for disadvantaged children has significant impact on their education. |
| 5 Pastoral | Children have limited life experiences beyond their home and local community. |
| 6 Pastoral | Some children in receipt of Pupil Premium funding show a weakness in learning behaviours. These children physically and emotionally lack self-belief, determination, resilience and readiness to learn. Often struggling to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. |

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 |
|--|--|
| Disadvantaged children make at least expected progress from their individual starting points in all areas of the curriculum, specifically Reading, Writing and Maths. The gap is narrowed in the attainment of PP and Non PP children. | <ul style="list-style-type: none"> The % of disadvantaged children achieving GLD in Literacy is at least in line with that achieved by PP children nationally By the end of KS1, the gap between disadvantaged and other groups of children is narrowing in Reading, Writing and Maths A significant proportion of children (55%+) achieve RWM combined at the end of KS2 |
| Provide a language rich environment for children where words are taught strategically. | <ul style="list-style-type: none"> Children know and use words from the Tier 2 words progression Children make good progress in phonics and reading |

| | |
|---|---|
| | <ul style="list-style-type: none"> Children make good progress across the curriculum |
| Maintain strong attendance and punctuality for pupils eligible for PP. | <ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for PP to be in line with national average. PP attendance continues to improve in line with federation's target (96%) and National expectations of 96% The Pupil Premium Lead works with the Community Support Leads to monitor attendance and implement the federations Family Attendance Plan if attendance drops below 85% |
| <p>All children demonstrate the federation's learning values of collaboration, perseverance and respect.</p> <p>All children follow the federation's Code of Conduct.</p> <p>Where there is a need, children have access to social and emotional support.</p> | <ul style="list-style-type: none"> Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress Teaching staff and children demonstrate learning behaviours consistently |
| Children experience a broad, varied and enriched curriculum designed with the development of the Barksbury Citizen at its centre. | <ul style="list-style-type: none"> Children will be exposed to a wide range of spiritual, moral, social and cultural development opportunities, alongside unique experiences and essential knowledge, which will enable them to demonstrate the values of the Barksbury Citizen Child conferencing and questionnaires will show that children benefit from, enjoy and value the experiences provided |

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: £31,820 (Infant School) + £41,440 (Junior School) = £73,260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| <p>CPD for staff to support high quality first teaching including:</p> <ul style="list-style-type: none"> - INSET Days - Staff Workshops - LSA workshops - ECT training with Senior Leadership Team - ECT mentor support - Senior Leadership coaching - Year Lead mentor meetings with Senior Leadership Team - Subject leadership meetings with headteacher - Balksbury Learning Partnership support network - HIAS Maths and English advisor visits - Coaching and mentoring | <p>EEF Research: https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years <i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited.'</i> (EEF)</p> <p>At Balksbury Federation, regular staff CPD and weekly workshops provide staff with opportunities to use research and access training that supports them in providing all groups of children with an engaging, exciting and empowering curriculum.</p> <p>Teacher Development Trust Portal: https://tdtrust.org/leading-cpd/why-is-cpd-so-important/ <i>'Research shows that effective CPD helps children succeed and teachers thrive.'</i> https://www.suttontrust.com/our-research/ <i>'We know that from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most students.'</i></p> <p>Through our keystones we will, as our Vision states: <i>'provide rich and varied learning experiences as children move on their journey from Year R to Year 6'</i>. Learning at Balksbury is not confined to our classrooms and ensures that children's imaginations are extended to learning without walls, whether this is within our federated grounds, or through offsite learning experiences.</p> | <p>1 2 3 4 5 6</p> |

| | | |
|--|---|--|
| <p>Subject specific non-contact time for subject development and monitoring:</p> <ul style="list-style-type: none"> - Knowledge progressions for all subjects ensure that learning is sequenced effectively so that children 'know more, do more, remember more' - Termly reviews of action plans - Half-termly monitoring (child conferencing, lesson observation, book scrutiny, teacher conferencing) and feedback to teaching staff and senior leaders - Research and subject specific training - Subject updates for all staff | <p>EEF Teaching for Mastery: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning/</p> <p>Rosenshine's Principles of Instruction: https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> | <p>1 2 3 4 5 6</p> |
| <p>Weekly Senior Leadership teaching and learning days to support teaching staff and ensure high-quality provision:</p> <ul style="list-style-type: none"> - Teaching and learning walks - Book scrutiny - Planning scrutiny - Child conferencing - Assessment of attainment - 1:1 reading - Feedback meetings | <p>Analysis of teaching and learning, with a focus on the implementation of strategies and approaches developed in staff training, provides opportunities for coaching of staff with the needs of individual children and specific classes as a focus. https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p> | <p>1 2 3 5 6</p> |
| <p>Role of Pupil Premium Lead:</p> <ul style="list-style-type: none"> - Data analysis and gap/strength monitoring - Pupil Premium meetings with individual teachers - Pupil Progress meetings - Pupil Premium provision monitoring - Learning Provision Plan implementation - Monitoring of PP engagement in federation enrichment clubs - Organisation of Intergenerational Group events (cultural capital for PP children) - Management of the PP budget - Monitoring of PP attendance alongside CSLs | <p>All children are individuals and do not necessarily make linear progress across their journey through education: https://ffteducationdatalab.org.uk/2015/03/why-measuring-pupil-progress-involves-more-than-taking-a-straight-line/</p> | <p>1 2 3 4 5 6</p> |

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

Budgeted cost: £15,910 (Infant School) + £20,720 (Junior School) = £36,630

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| <p>Additional support for children falling below age-related expectations or at risk of below:</p> <ul style="list-style-type: none"> - Termly SENDCo meetings with class teachers - Flexible grouping across all curriculum subjects and deployment of LSA and teacher to ensure individual next steps are met - Preteaching of vocabulary and challenging or unfamiliar concepts - Group and 1:1 Maths and English intervention delivered by year group LSAs - Group and 1:1 Maths and English intervention delivered by SEND team - Library and Reading Development Support Assistant phonics/reading intervention with bottom 20% readers - Sports Lead self esteem sessions | <p>The importance of developing oral language and reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>1:1 and small group interventions accelerate progress when delivered effectively, regularly and for a sustained period: https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</p> <p>Preteaching reduces the requirement for catch-up interventions: https://www.atm.org.uk/write/mediauploads/journals/mt262/mt26213.pdf</p> | <p>1 2 3 4 5 6</p> |
| <p>Support for social and emotional needs</p> <ul style="list-style-type: none"> - ELSA - Community Support Lead 1:1 sessions - SEND Team 1:1 and small group sessions (e.g. The Incredible 5-point Scale) - Senior Leadership support for Learning Provision Plan implementation - Young Carers Club | <p>Children learn better and are happier in school when their emotional needs are addressed: https://www.hants.gov.uk/educationandlearning/educationalpsychology/training/elsa#:~:text=It%20was%20designed%20to%20build,young%20people%20in%20their%20care.</p> | <p>1 2 3 4 6</p> |

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

Budgeted cost: £15,910 (Infant School) + £20,720 (Junior School) = £36,630

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| <p>Community Support Lead support for children and families:</p> <ul style="list-style-type: none"> - Barksbury Federation safeguarding hour to account for absent children for whom there has been no contact made by parents - Both Community Support Leads present on playground each morning for parents to seek support and to offer support where children struggle to separate - Attendance Officers (CSLs) provide support for attendance and punctuality including Family Attendance plans and Legal Intervention Team liaison - Behaviour support and advice for families - Assessment tracking for all children - Emotional and financial support and advice for families including foodbank hampers, Christmas boxes and Barksbury Federation Community Cupboard essential supply distribution - Uniform provided where needed - Coffee, cake and chat support mornings - Attendance meetings with Pupil Premium Lead and Community Support Leads - Homework drop-in sessions every Tuesday after school run by the Leadership Team | <p>Research suggests that the engagement of families has a bigger impact on a child's academic learning than any other factor. Through working with families to overcome barriers, Barksbury Federation ensures that all children are given the best possible opportunities.</p> <p>https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/</p> | <p>2 4 5 6</p> |
| <p>Opportunities for enrichment and the development of cultural capital:</p> <ul style="list-style-type: none"> - Ambitious curriculum and access to rich and varied opportunities within subjects | <p>Barksbury Federation's curriculum is ambitious and aspirational for all children and enhances cultural capital for all:</p> <p>https://early-education.org.uk/cultural-capital/</p> <p>After school clubs have been proven to raise the attainment of children who attend them:</p> <p>https://www.learninghive.co.uk/blog/benefits-of-after-school-and-extracurricular-activities</p> | <p>1 2 3 4 5 6</p> |

| | | |
|--|--|----------------------------|
| <ul style="list-style-type: none"> - Swimming for all children from Year 2 to Year 6 (14 weeks of lessons provided in 2022) - Book swap boxes on each playground - Library and Reading Development Support Assistant role to ensure that all children have access to a wide range of high quality texts and focus bookshelves and classroom mini libraries promote reading for pleasure - Farm trip for Year 6 - Financial support for access to residential visits in Y4 and Y5 - Shakespeare week and heritage texts as text drivers for English learning journeys - Financial support to access educational visits - Funded theatre company visit for every year group - Access to history box artefacts - Financial support to access the few clubs which require a financial contribution (Cookery and Art) - Financial support for access to Drop-off Club to support good attendance and punctuality - Pupil Premium Lead monitoring of after school club place uptake by Pupil Premium children and proactive encouragement of engagement - Access to technology such as virtual reality headsets, 3D printers and Makey Makey boards - Arts Festival and Stem Fayre alternating biennially - Intergenerational opportunities - Homework drop-in sessions every Tuesday after school run by the Leadership Team - Sports Lead self esteem sessions - Wellbeing sessions with therapist - Enrolment in Kids on Track Andover https://kidsontrack.org.uk/ | <p>Reading for pleasure is important for both educational and personal development: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> | |
| <p>Opportunities for children to develop SMSC education:</p> <ul style="list-style-type: none"> - Positive playground initiative implemented and monitored by Behaviour Lead, including play | <p>Evidence suggests that promoting SMSC rises academic attainment and improves life chances for children: https://www.smscqualitymark.org.uk/benefits/</p> | <p>2 4 5 6</p> |

| | | |
|--|---|--|
| <p>leaders, playground zones and a wide range of play equipment</p> <ul style="list-style-type: none"> - Barksbury Federation Health and Wellbeing curriculum tailored to the needs of children growing up in the local community - Opportunities to develop language and discussion skills through the federation's Talk Toolbox sessions - All members of the federation form the SMART school council - All members of the federation involved in Climate Action Team - Sports Lead self esteem sessions | <p>Developing pupil voice increases engagement and supports strong relationships with the federated community: https://www.bera.ac.uk/blog/pupil-voice-in-quality-assurance-of-schools</p> <p>Good language development and discussion skills promote better outcomes for children: https://www.sciencedirect.com/topics/medicine-and-dentistry/language-development</p> <p>Play is essential for supporting the development of physical health, social literacy and emotional wellbeing: https://www.nidirect.gov.uk/articles/how-play-helps-childrens-development#:~:text=Play%20improves%20the%20cognitive%2C%20physical,confidence</p> | |
|--|---|--|

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.

Disadvantaged families (in line with national definition of vulnerable) received support from Community Support Leads. This included food parcels, Foodbank vouchers, Christmas gifts etc. This impacted on the wellbeing of the federation's vulnerable families and increased parental confidence. In addition to the national definition of vulnerable, the federation identified vulnerable families who were outside of the national definition and also provided support for those families. The CSLs have signposted families to external support which has provided families with support from Early Help Hub and other external agencies.

Balksbury federation Pupil Premium information leaflet informs current parents and new parents to the federation of Pupil Premium funding and how to check eligibility. A focus group of parents have stated they found it useful and now feel that they have a better awareness of how Pupil premium funding is assigned. Free School Meal eligibility continues to be monitored weekly by the PP Lead to ensure records are accurate and staff are informed of additional PP children in classes.

Attendance

As part of the PP Leader's evaluation of provision of PP children, attendance is examined closely to establish comparisons against non PP groups and national data.

| Group | Infant School 2023 - 2024 | Junior School 2023 -2024 | National 2023-2024 |
|--------------|------------------------------|-----------------------------|-----------------------|
| FSM | 94.4% | 93.4% | 88.9% |
| All Children | 96.2% | 95.6% | 94.2% |

Attainment

EYFS

59% of FSM PP children achieved a Good Level of Development at the end of the EYFS in 2024. National data for the academic year 2023-2024 has not yet been released at the time of writing. In the academic year 2022-223 51.6% of PP children achieved a Good Level of Development.

Phonics Screening Y1

90% of PP children met the expected standard in the phonics screening check. Nationally, in 2023 67% of PP children met the expected standard. National data for 2024 has not yet been released at the time of writing.

Year 6

| Reading | | |
|------------|----------|-----|
| Federation | National | +/- |
| 59% | 62% | -3% |

| Writing | | |
|------------|----------|------|
| Federation | National | +/- |
| 77% | 58% | +19% |

| Maths | | |
|------------|----------|-----|
| Federation | National | +/- |
| 59% | 59% | = |

| Combined | | |
|------------|----------|-----|
| Federation | National | +/- |
| 47% | 45% | +2% |

Percentage of Pupil Premium children attending clubs since Autumn Term 2023 versus the percentage of children who are not eligible for pupil premium funding:

Infant School
On average 76% of FSM Pupil Premium children attend a club
On average 50% of children who are not eligible attend a club

Junior School
On average 61% of FSM Pupil Premium children attend a club
On average 47% of children who are not eligible attend a club

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 | Budget |
|-------------------------|---|-----------------|
| TT Rockstars | https://trockstars.com/ | £214.62 |
| Test Base | Testbase | £354 |
| Phonics Tracker | Phonics Tracker | £475.20 |
| Third Space Maths | Third Space | £702 |
| Wandle | Letters and Sounds | £1,250 |
| Number Stacks | https://www.numberstacks.co.uk/ | £144 |
| Federation Total | | £3139.82 |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

BUDGET

Infant School: £3060

Junior School: £6800

Total: £9860

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | <ul style="list-style-type: none"> • Provision of a dedicated staff member to provided pastoral support for children and service families (Community Support Leads / ELSA) • Provision of a dedicated member of staff to support families with transition into the federation • Dedicated members of staff to run Forces Club • Support for parents to ensure children have access to after school enrichment clubs • Support for parents through Coffee, Cake and Chat mornings • Pupil Premium Lead liaising with previous or outgoing school to complete federation Forces Passport and discuss information with class teachers to ensure positive transition • Pupil Premium Progress meetings between Pupil Premium lead and class teachers • Pastoral, social and academic support tailored to neds of individual provided by year group teams |
| What was the impact of that spending on service pupil premium eligible pupils? | <ul style="list-style-type: none"> • Reduction in anxiety when a family member is deployed • Support to allow children to improve and maintain self-esteem and resilience • Improved concentration and participation in class • Effective transition into and out of the federation |