

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	St. Bartholomew's C of E Primary School
Number of pupils in school	532
Proportion (%) of pupil premium eligible pupils	7.70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Alex Clark
Pupil premium lead	Sonya Campbell
Governor / Trustee lead	Stuart Pinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62695
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10256
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	£78606

Part A: Pupil premium strategy plan

Statement of intent

[Taken from school's 'Pupil Premium Policy', Spring 2020]

We aim:

- to ensure that teaching and learning opportunities meet the needs of all of the pupils and acknowledge the importance of research-based approaches and developing a learning community through effective CPD;
- to support children on Pupil Premium and Pupil Premium 'Plus' with academic and emotional wellbeing;
- to 'close the gap' on [their] non-disadvantaged peers.

All of our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations. Initially this will be in reading, writing and maths.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Poor acquisition of reading skills at word (phonic application) and/ or text (comprehension) level;
2	Writing skills development - particularly handwriting, spelling; children display poor stamina and confidence to apply.
3	Poor (perception) of attendance ... and understanding of impact, i.e. missed learning
4	Social, emotional issues - low self-esteem, ability to share (incl space)... amplified by COVID/ lockdown circumstances;
5	Parental engagement - lack of home education support/ learning; low (academic) expectation
6	Preparation for transition points - academic resilience to manage change.
7	Writing skills development/ progress - particularly handwriting, spelling; children display poor stamina and confidence to apply.

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
To raise and maintain staff awareness of the issues and influences linked with 'disadvantage'	Lead role 'championing' pupil premium est – incl responsibility for: Close progress and attainment tracking (from EYFS - Y6);... linked with, overview of intervention work – maintained dynamically
Reading Recovery - tutoring implemented... initial KS1 focus	RR teacher recruited; All children to achieve the expected standard in reading by the end of KS1
Improve attendance (% absence) of FSM/ PPM pupils – reduce likelihood of lost learning, further gaps	Systems in place to make parents/ carers aware of developing issues and 'real' impact on learning; Attendance surgeries with EWO est.
'Learning to learn' - improve children's learning readiness and develop meta-cognition	Children develop strategies to regulate their emotions and bolster their confidence as successful learners
Personalised learning , informing intervention - identifying and addressing individual barriers	Improved understanding to inform QFT; Targeted support and resources where most effective
Enable provision of wider curriculum opportunities	Building on children's 'one-page profile', e.g. swimming lessons, road safety lessons
Staff CPD - focussed, purposeful and quality INSET planned/ training sought... to enhance teaching and children's learning experience	Research/ evidence-based opportunities sought; Further training on 'Read, write' spelling programme, systematic, synthetic phonics; INSET includes – subject specific updated practices

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: £ 1750 from School Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training (x4 staff mtg sessions) and implement updated synthetic phonics programme	Ensuring children have a well-trained and effective teacher has been found to be the most important lever a school can use to improve pupil outcomes.	1, 2
Training – ‘Read, write, spell’	Spelling identified as key issue - Ensuring children have a well-trained and effective teacher has been found to be the most important lever a school can use to improve pupil outcomes.	1, 2

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

Budgeted cost: £ 126202 - £72109 from School Budget / **£54093 from Pupil Premium**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up intervention	Small group targeted support	1, 2, 7
Y6 extra teacher	Smaller groups for English and Maths to support learning	1, 2, 7
Wave 3	Evidence shows 1:1 programme impacts positively on children’s reading and writing.	1, 2, 7
Extra support in class from general LSAs	Support for children in class to ensure quality first teaching	1, 2, 7
Enhancement groups	Small before and after school groups led by teachers/HLTAs/LSAs during Spring 2021 and Summer 2021	1, 2, 7

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

Budgeted cost: £42171 - £23313 from School Budget / £18858 from Pupil premium

Activity	Reasoning/ Evidence that supports this approach	Challenge number(s) addressed
Children have sessions with ELSA – 1:1 and small group	Evidence that disadvantaged children have lower self-esteem which impacts negatively on their attainment	4, 6
Appointment of an EWO	Comprehensive and consistent approach to tackling poor attendance and 'l'-ateness	3
Subsidised trips/ visits	Children participate in wider experiences of school life	4
Subsidised attendance at after-school clubs	Enhanced school/ life experience	4
Peripatetic music tuition (instrumental and singing)	Enhanced curriculum experience and life opportunities	4
School milk provided / School Meals	Healthy schools – making healthy choices and understanding important aspects of diet	3
Purchase of school uniform	Sense of belonging through children dressed appropriately	4, 6

Total budgeted cost: £ 170123

From School Budget £ 97172

From Pupil Premium £ 72951

Pupil Premium Balance £5655

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.

- Evidence suggest that COVID-19 has had a disproportionately high impact on the education of disadvantaged pupils;
- many disadvantaged children benefited from participation in catch-up / enhancement groups. These were led and managed by teachers and support staff;
- Although children recorded small steps of progress, the overall picture of pupil progress and attainment for this group of learners remains poor compared to expected national standards;
- During Spring 2021, children were provided with laptop computers where required. This was successful in increasing engagement with home learning and has been extended for our Year 6 children in 2021/22;
- The work of the EWO has started to impact – advice has been acted on in order to work with families to boost children’s attendance at school;
- Some elements of expenditure, eg music tuition and trips, were not fully realised due to COVID restrictions. Some disadvantaged children did benefit from participation in extra-curricular and holiday clubs. We actively approached some of our vulnerable families in relation to this.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Read, Write Inc Spelling	Oxford University Press – Ruth Miskin
PSHE	Jigsaw
Maths No Problem	Years 1-4
White Rose maths	Year 5,6

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?	Children received a learning pack containing books linked to their curriculum topics.
What was the impact of that spending on service pupil premium eligible pupils?	Children engaged in their learning.

Further information (optional)

In staff meeting time each year, we have focussed on the Pupil Premium children at an individual level in order to determine their issues and barriers to learning. Teachers suggest solutions to reducing these barriers and to helping the children improve their attainment.

Assistant HT has been studying (and researching) towards the achievement of an MBA with a Pupil Premium/ Disadvantaged children focus.