

Pupil premium strategy statement (St. Bartholomew's C of E Primary School)

School overview

Metric	Data
School name	St. Bartholomew's C of E Primary School
Pupils in school	521
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£75,080
Academic year or years covered by statement	2019-22
Publish date	19 December 2019
Review date	10 December 2022
Statement authorised by	Judith Boston
Pupil premium lead	Sonya Campbell
Governor lead	Alan Kirk

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2.40
Writing	-0.50
Maths	-2.0

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	50% (combined) 75% reading 75% writing 75% maths
Achieving high standard at KS2	0% (combined) 25% reading 0% writing 13% maths

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Children receive support to narrow the attainment gap. Ensure staff are trained to deliver targeted interventions to support progress of disadvantaged pupils
Priority 2	Approaches to supporting children's emotional well-being developed
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and receive the appropriate training
Projected spending	£57,173

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To make expected progress against national scores	Sept 21
Progress in Writing	To make expected progress against national scores	Sept 21
Progress in Mathematics	To make expected progress against national scores	Sept 21
Phonics	6 disadvantaged children will take the phonics screening. (2 Y2 re-takes) 75% of Y1 disadvantaged to achieve the phonics screening pass mark (25% has SEND)	June 2020
Other	Improve attendance of disadvantaged pupils to school average (98%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all disadvantaged children (where required) receive additional phonics teaching from trained staff. Some children to receive literacy intervention.
Priority 2	Immediate catch up maths intervention provided for disadvantaged children

Barriers to learning these priorities address	Staff training to ensure interventions carried out as per programme instructions. Resources purchased to support the catch up interventions
Projected spending	£47,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Train staff to effectively deliver 'Wave 3' literacy intervention. Increase stock of recommended reading books linked to the programme. Two experienced and trained LSAs to lead the programme. Children identified to receive the intervention, with a focus on pupil premium children.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Children do not regularly read at home – aim to accelerate progress with research driven intervention. Providing– improve knowledge of numbers and the number system.
Projected spending	£57,173

Wider strategies for current academic year

Measure	Activity
Priority 1	Raise children's expectations and widen children's life experiences – pay for some trips, extra-curricular activities. Provide packs for the children containing books and stationery. Encourage children to engage with extra-curricular activities.
Priority 2	Part-time education welfare officer to support families with attendance and acute need
Barriers to learning these priorities address	Improve attendance of a few pupils and increase family's engagement with school.
Projected spending	£44,814

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Timetabling to enable training to take place
Targeted support	Ensuring timetabled interventions occur at the optimum times during the day so that children do not miss English and maths lessons	SLT, teachers and support staff to devise the best approaches
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other agencies to support these children and families

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	In Year 2 and 6, 2019, attainment is in line with the national average except for writing at greater depth. Within keystage 2, disadvantaged children perform less well compared to their non-disadvantaged peers.
Progress in Mathematics	In Year 1, 2, 5 and 6, 2019, attainment is in line with the national average. Attainment in Year 3 and 4 is weaker.
Phonics	In Year 1, one child out of the 4 (25%) passed the phonics screening test 2019. Two of these children have EHCPs and the one is being assessed by the SENCo.
Other	Most of the 42 disadvantaged children benefit from some extra-curricular activities. Year 3 and 4 disadvantaged children receive swimming lessons and a Year 2 child. 75% of the children used their school uniform voucher. One child receives specialist teaching. Two children receive music lessons. Monthly review meetings have taken place with the Education and Welfare Officer – actioned as appropriate.