

Pupil premium strategy statement - St Bartholomew's C of E Primary School - December 2022

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

Guiding principle:

We aim to support children on Pupil Premium (and Pupil Premium Plus) with their academic progress and emotional wellbeing with the aim to 'close the gap' on their non-disadvantaged peers. (Policy, Spring 2020)

School overview

Detail	Data
Number of pupils in school	529
Proportion (%) of pupil premium eligible pupils	9.82%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£64,200
Recovery premium funding allocation this academic year	£5,655
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£7,415 pupil premium +£1392 recovery premium carried forward

Part A: Pupil premium strategy plan

Statement of intent

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

The targeted and strategic use of Pupil Premium funding will support us to achieve our vision - to include:

- ensuring that teaching and learning opportunities meet the needs of all of the pupils;
- ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;

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.

Looking ahead...

We also acknowledge the importance of research-based approaches (e.g. EEF) and the subsequent development of a learning community, through planned, purposeful CPD. Over-time we aim to commit a larger proportion of funding to develop the skills of our workforce, alongside additional physical support, to ensure improvement is sustained.

Challenges

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

Challenge number	Detail of challenge
1	Poor acquisition and retention 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. Attendance of pupil premium children lower than that of non-pupil premium children.
4	Social, emotional issues - low self-esteem, issues act as a barrier for learning combined with low confidence and expectations for learning.
5	Parental engagement - lack of home education support/ learning; low (academic) aspiration
6	Preparation for transition points - academic resilience to manage change.

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
Staff CPD - focussed, purposeful and quality INSET planned/ training sought... to enhance teaching and children's learning experience	Research/ evidence-based opportunities sought to continually improve quality first teaching (QFT); Further training on 'The Write Stuff', systematic, synthetic phonics; INSET includes – subject specific updated practices
To maintain staff awareness of the issues and influences linked with 'disadvantage'	Lead role championing 'children in receipt of Pupil Ppm', including responsibility for: <u>Monitoring</u> progress and attainment of disadvantaged pupils; <u>Tracking</u> progress (from EYFS - Y6) to inform curriculum choices and targeted support; <u>Provision mapping</u> - overview of intervention work maintained dynamically
Personalised learning, informing intervention - identifying and addressing individual barriers	Progress and outcomes of disadvantaged pupils discussed as part of Pupil Progress meetings with MLT - Improved understanding to inform QFT; Targeted support and resources where most effective
Boost quality of interventions through specialist training for LSAs in reading and writing. LSAs trained to work within the different phases.	Children given intensive intervention to support their 'catching up.'
Improve attendance (% absence) of FSM/ PPM pupils - reduce likelihood of lost learning and widening 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
Children feel welcome and have sense of belonging as part of our school community.	Children dressed appropriately in school uniform. Participation in after school clubs and school visits supported.
Enable provision of wider curriculum opportunities and cultural capital.	Building on children's 'one-page profile', e.g. swimming lessons, road safety lessons

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: £2405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boosting Reading Progress Course - £2000	Phonics and early reading skills proven to be key in supporting children to close the attainment gap.	1
Monitor implementation of synthetic phonics programme (funded through school budget)	Consistent approach is key in enabling children to develop early reading skills.	1, 2
Specific training: 'The Write Stuff' - planned whole school improvement 10% (Pupil Prem equivalent) contribution, £180	Developing a structured approach to the teaching of writing. Approach broadens children's vocabulary – research indicates this exposure to rich vocabulary importance particularly for PP children. 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.	2
'How to Achieve Outstanding Pupil Premium' training with Helen Youngman, £225	Support school in developing a strategy to ensure best practices are developed and implemented.	1,2,3,4,5

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

Budgeted cost: £55,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up intervention £3996 (rest funded through school-led tutor funding / school budget)	Small group targeted support	1, 2

In-house 'Precision Teaching' training (led by SENDCo)	Evidence shows 1:1 programme impacts positively on children's reading and writing.	1, 2
Additional support in class from LSAs £45975	Support for children in class to ensure quality first teaching	1, 2
Phonics support for targeted children - £5047	Targeted support to support children in gaining early reading skills	1

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

Budgeted cost: £21,239

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supported for targeted individuals and groups of children £2277 (10% of staffing costs, rest funded through school budget)	Evidence suggests the importance of meeting the social and emotional needs of children prior to academic impact being measurable	4,6
Extra support in class from general LSAs	Support for children in class to ensure quality first teaching	1, 2
Half-termly meetings with EWO and consultations when required to implement personalised approaches to improve attendance £683 (10% of budgeted cost, rest funded through school budget)	School attendance important to help children acquire basic skills	1,2,3,5,6
Staff – SLT, ELSA on gates at the start and end of the day to welcome families	Promotes attendance and sense of belonging. Staff increasingly accessible by parents.	3,4,5
School trips, school club (one per term), uniform, learning pack containing books	Increases cultural capital, sense of belonging, promotes self-esteem	4
Behaviour – policy reviewed. Additional staff at lunchtime to support positive play	Positive lunchtime experiences enhance the subsequent learning in class. Promotion of CARES code by all staff.	3, 4

Total budgeted cost: £78,662

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall, children's attendance is high in the school and is well monitored. Although the attendance of PP children lags behind that of non-PP children within the school (and nationally) the percentages of absence are lower for both groups within the school compared to the national figures.

The children's social and emotional well-being is well supported. The children are happy and enjoy being at school.

The phonics screening scores of the PP children were lower than the non-PP children. A new scheme was introduced during 2021/22 and we are working to ensure that this teaching is consistent throughout EYFS and Year 1 as well as extending to those Year 2 children who need this.

At KS1, the disadvantaged children's attainment was low in reading, writing and maths compared with their non-disadvantaged peers.

At KS2, children made good progress in reading, >50% of PP children achieved EXS or better. 44% achieved EXS in writing whilst 22% achieved EXS in writing.

More than 50% of our PP children also have additional SEN support to address small step targets, in addition to catch-up interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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: **How our service pupil premium allocation was spent last academic year**

Children received a learning pack containing books linked to their curriculum topics.

The impact of that spending on service pupil premium eligible pupils

Children engaged in their learning.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.