

Pupil premium strategy statement - St Bartholomew's C of E Primary School - December 2023

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	512
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alex Clark
Pupil premium lead	Sonya Campbell
Governor / Trustee lead	Claire Plasser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81640
Recovery premium funding allocation this academic year	£7105
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.	Carry forward from last year - £4583
Total funding available	£93328

Part A: Pupil premium strategy plan

Statement of intent

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' and supporting children with dyslexia scheduled.
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
Improve Reading, Writing and Maths attainment for our disadvantaged pupils	Progress and outcomes of disadvantaged pupils tracked. Targeted support and resources where most effective. KS2 teacher assessment and test outcomes show improved progress and attainment with the aim of narrowing the attainment gap.
Improve phonic knowledge amongst disadvantaged pupils.	Children given intensive and high quality teaching and intervention to support their keeping up / catching up. Improved outcomes for disadvantaged children at the end of Year 1 and Year 2.
Improve attendance (% absence) of FSM/ PP 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. Narrow the attendance gap between school others and disadvantaged pupils.
'Learning to learn' - improve children's learning readiness and develop meta-cognition	Children develop strategies to regulate their emotions and bolster their confidence to be successful learners. Children able to talk about their feelings, emotions and themselves as 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.	Pupils access their funding allocation to engage with enrichment opportunities, e.g. swimming/ dancing / gymnastics, 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: £350 plus £3150 from main school budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release subject lead to monitor implementation of synthetic phonics programme and provide coaching to ensure a consistent approach. (funded through school budget)	Consistent approach is key in enabling children to develop early reading skills.	1
Specific training: 'The Write Stuff' - planned whole school improvement (10% of £3000 from PP budget) Remaining £2700 taken from main school budget	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
Everyone's Welcome / Diversity Training £500 (£50 from PP budget) remaining £450 taken for main school budget	Children learn best when they feel secure and included. This training will seek to develop children's understanding and acceptance of others and their own confidence and self-esteem.	4

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

Budgeted cost: £65131 + £3240 (50% NTP contribution) +£7105 = £76076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up intervention £3240 (50% contribution) National Tutoring Programme (rest funded through NTP)	Small group targeted support taught by a teacher. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.	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

	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Additional support in class from LSAs	Support for children in class to ensure quality first teaching	1, 2 – still relevant
Small group daily phonics sessions delivered by LSAs targeted at pupils that require further phonic support	Targeted support to support children in gaining early reading skills. Evidenced to be a high impact approach Phonics EEF (educationendowmentfoundation.org.uk)	1
Reading interventions - Switch-on / PIRA for selected children delivered by LSAs	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1
Early skills development – EYFS based, behaviour focus (lunchtimes) and reading interventions KS1	Targeted support to promote effective behaviour for learning and improve basic reading skills https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 4

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

Budgeted cost: £111462 + £4583 c/f = £116045

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supported for targeted individuals, families and groups of children (cost from school staffing budget)	Evidence suggests the importance of meeting the social and emotional needs of children prior to academic impact being measurable. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	3, 4, 6
Half-termly meetings with EWO and consultations when required to implement personalised approaches to improve attendance £857 (0.1% of PP funding)	School attendance important to help children acquire basic skills and acquire and have value for learning.	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 Extra financial support for residential trips £12412	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: £93328

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Write Stuff training has been well received and implementation is extending and continuing – the approach provides structured support in a subject in which many disadvantaged children find difficult. Training is continuing to ensure consistency through KS1 and KS2. The impact will take a few years to measure.

Current progress of disadvantaged children in writing is slightly less than that of the LA (-1.2 compared to -1.06).

Many of the disadvantaged children benefit from Precision teaching – implemented by trained LSA – a short, daily targeted intervention with a literacy focus.

100% of disadvantaged children in Year 1 (6 children) passed the phonics screening test.

50% of disadvantaged children in Year 2 (6 children) passed their phonics screening retake.

Many of the children received additional, small group intervention with a teacher on areas linked to their next steps in learning. A small number of this group of children received ELSA support.

EWO worked with some of the families to improve school attendance.

2022/23 – average absence of disadvantaged children was 8.7%. This is 3.2% higher than the national non-disadvantaged cohort at 5.5%. This represents a decrease of 0.9% from 9.6% in 2021/22 to 8.7% in 2022/23. Our school's gap to non-disadvantaged pupils nationally has decreased by 1.3% from 4.5% in 2021/22 to + 3.2% in 2022/23. Our school's overall absence of 4.2% is lower than the National average of 6%. Our school has been better than the National average 3 times in the last 3 academic years for overall absence. Our school's relative change for overall absence has improved by 0.7% from +0.1% in 2021/22 to -0.6% in 2022/23 when compared to the National average.

A large group of LSAs were trained in 'Switch on' the reading recovery programme. During summer 2023, 16 PP children from Y2 to Y6 benefited from receiving this daily intervention.

Guided reading approach (VIPERS) – increased focus on reading for understanding.

Average progress in reading for our disadvantaged pupils was lower than when compared to the LA (-1.94 compared to -1.07). The use of PIRA (Progress in Reading Assessments) has been extended through the school. This has improved the accuracy of assessment in reading and has enabled children to benefit from bespoke interventions.

Awareness of 'pink' readers – read to adult at least 3 times every week. Many of the disadvantaged children benefit from this additional reading time.

Move to one maths scheme from Autumn 2023 – training given to support teachers and scheduled for support staff. (progress in maths for PP better than that of LA – (-0.11 compared to – 1.11).

Enrichment opportunities – school trips, sporting and music opportunities after school. Disadvantaged children have continued to benefit from additional opportunities in areas that interest them.

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
The Write Stuff	Years 1-6
White Rose maths	Year 1-6
ELS (phonics)	EYFS and Year 1

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.