

# Pupil premium strategy statement – St. Bartholomew’s C of E Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	507
Proportion (%) of pupil premium eligible pupils	~ 9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr A Clark
Pupil premium lead	Mrs S Campbell
Governor / Trustee lead	Mrs C Plasser

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,030
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£1,689
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,719

# Part A: Pupil premium strategy plan

## Statement of intent

We are a large, vibrant, supportive primary school. Our Christian vision and values are at the heart of school life and we want children to flourish and enjoy their learning with us, as well as being prepared for the next steps in their educational journey.

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 perception of the importance of attendance and understanding of the potential impact, i.e. the value of missed education. Attendance of pupil premium children lower than that of non-pupil premium children
2	Social, emotional issues and poor resilience (often modelled) when encountering 'challenge', acts as a barrier for learning.
3	Parental engagement - lack of home education support/ learning; low (academic) aspiration.
4	Poor acquisition and retention of reading skills at word (phonic application) and/ or text (comprehension) level.
5	Writing skills development - particularly handwriting, spelling; children display poor stamina (though growing confidence to contribute and apply).
6	Preparation for academic transition points – ability to manage changes.

## 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
Improve <b>attendance</b> (% absence) of FSM/ PP pupils - reduce likelihood of lost learning and widening gaps.	<b>Administrative</b> 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. Reduce persistence absence of some of those disadvantaged children.
Children feel welcome and have <b>sense of belonging</b> as part of our school community.	Children dressed appropriately in school uniform. Participation in after school clubs and school visits supported.
Children happy and ready to learn.	ELSA supports pupil well-being and social and emotional development within nurture groups. 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. Trained LSAs using MELSA knowledge to benefit children. 'Roots' – soft start provision established – mornings and lunchtimes.
<b>Staff CPD</b> - 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); Final group of teachers to receive training on 'The Write Stuff.' Training scheduled for supporting children with dyslexia; working towards improved 'offer' as a dyslexia friendly setting.
Improve <b>phonic knowledge</b> 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 <b>Reading, Writing and Maths</b> 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.

Enable provision of <b>wider curriculum opportunities and cultural capital</b> .	Pupils access their funding allocation to engage with enrichment opportunities, e.g. swimming/ dancing / gymnastics / music lessons
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000 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.	Consistent approach is key in enabling children to develop early reading skills.	5
Specific training: 'The Write Stuff' - planned whole school improvement - £1000 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.	4

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

Budgeted cost: £788 (Roots), £67,759 staffing

Activity	Evidence that supports this approach	Challenge number(s) addressed
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In-house 'Precision Teaching' training (led by SENDCo)	Evidence shows 1:1 programme impacts positively on children's reading and writing. <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eeef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	4,5,6
Additional support in class from LSAs	Support for children in class to ensure quality first teaching	5,6
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 <a href="https://educationendowmentfoundation.org.uk/phonics-eeef">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	5
Reading interventions - Switch-on / PIRA for selected children delivered by LSAs	<a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions-eeef">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	5,6
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3,5,6

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

Budgeted cost: £15,912 (trips, uniform, residentials, books etc), £ £1260 attendance welfare

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) 'Roots' soft start provision	Evidence suggests the importance of meeting the social and emotional needs of children prior to academic impact being measurable. <a href="https://educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning-eeef">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

Half-termly meetings with EWO and consultations when required to implement personalised approaches to improve attendance £1260 (1.5% of PP funding)	School attendance important to help children acquire basic skills and acquire and have value for learning.	1
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.	1,2,3
School trips, school club (one per term), uniform, learning pack containing books Extra financial support for residential trips £15,912	Increases cultural capital, sense of belonging, promotes self-esteem	7
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

**Total budgeted cost: £85719 from pupil premium, £1000 from main school budget**

## 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 and remains a key focus.

Current attainment of disadvantaged children in KS2 compared to the LA is shown below:

	St. Barts %	LA %	Gap
Combined reading, writing and maths =or > EXS	25%	41%	-16%
Combined reading, writing and maths GDS	0%	2.6%	-2.6%
Reading = or > EXS	62.5%	58.8%	+3.7%
Reading GDS	0%	16.2%	-16.2%
Writing = or = EXS	37.5%	53.7%	-16.2%
Writing GDS	0%	4.2%	-4.2%
Maths = or > EXS	62.5%	57.8%	+4.7%
Maths GDS	12.5%	12.5%	0%



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

50% of disadvantaged children in Year 1 (cohort of 4 children) passed the phonics screening test.

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. In our school, the disadvantaged cohort's overall absence has decreased by 2.8% from 8.7% in 2022/23 to 5.9% in 2023/2024. This is 1.5% higher than the nation non-disadvantaged cohort at 4.4%. Our school's gap to non-disadvantaged pupils nationally has decreased by 1.7% from +3.2% in 2022/23 to + 1.5% in 2023/24.

20.5% of our school's disadvantaged cohort are persistently absent, 9 pupils out of 44. This is 9% higher than the national non-disadvantaged cohort at 11.5%. Our disadvantaged cohort's persistence absence has decreased by 13.5% from 34% in 2022/23 to 20.5% in 2023/23.

0% of our disadvantaged children are severely persistently absent.

A small number of disadvantaged children benefit from the daily 'Switch on' the reading recovery programme. The lowest 20% of readers termed 'pink' readers – read to adult at least 3 times every week. Many of the disadvantaged children benefit from this additional reading time.

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

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.

Move to one maths scheme from Autumn 2023 – training given to support teachers and scheduled for support staff.

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 to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*