

Pupil premium strategy statement

St Barnabas Church of England Primary School

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.

School overview

Detail	Data
Number of pupils in school	448
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	July 2022
Date on which it will be reviewed	Updated July 2023
Statement authorised by	Emma Grice
Pupil premium lead	Emma Grice
Governor / Trustee lead	Daniel Donaldson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,700
Pupil Premium Post LAC funding allocation	£10,020
Recovery premium funding allocation this academic year	£ 22,185
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£ 0
Total budget for this academic year <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>	£236,005

Part A: Pupil premium strategy plan

Statement of intent

Supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum is our main priority. To achieve this, our Pupil premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

We have considered the challenges faced by our disadvantaged and vulnerable pupils and our strategy supports all children and aligned to our vision to 'encourage one another and build each other up to be our best selves'

In the Autumn term of 2022, we carried out research to determine the common barriers to learning for our disadvantaged pupils and have used this to underpin the key principles of our strategy.

The key principles for our strategy are:

- Quality first teaching
- Expert early reading teaching
- Oracy skills
- Professional Development for all staff
- Children getting access to a wide range of enrichment experiences

Challenges

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

Challenge number	Detail of challenge
1	Addressing issues with Cognition and learning (narrow vocabulary, poor working memory, limited recall)
2	Reading: Current assessments show that the gap is widening between those who are classes as 'disadvantaged' and those that are not in terms of children's reading fluency and speed
3	Speech and language skills: We know from our assessments (including Wellcomm) that disadvantaged pupils often have limited oracy skills, especially on entry.
4	Wider Experiences: We know from our research that disadvantaged pupils do not always have the same opportunities for life experiences due to financial situations.
5	Social, Emotional and Mental Health issues such as lack of confidence, self-esteem, social interaction and developing positive attitudes for learning.
6	Supporting children with complex family situations that may prevent them from flourish- ing due to less support being in place for them at home.

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
<p>Reading:</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in.</p> <p><i>To ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check and across EY, KS1 and KS2.</i></p>	<ul style="list-style-type: none"> • To embed the phonics scheme across the school (ELS) and ensure training for all teachers and TAs. • Target disadvantaged pupils using in house data and provide a catch-up teacher in Year 1, 2 and 6. • To monitor the “Reading Plus” in KS2 and ensure regular reading opportunities are being seen. • To ensure a welcoming and positive reading environment in each class and the library and ensure they are borrowing books. • To analyse summative assessment data and identify the children who require catch up. • To track book bands (Phonic Phases) carefully and ensure progress being made. • To develop fluency and prosody skills • To promote a love of reading through the school.
<p>Speaking and listening</p> <p>Improved oracy, vocabulary and stamina amongst disadvantaged pupils</p>	<ul style="list-style-type: none"> • Wellcomm assessments to be carried out for all children in Reception. • Those who are not age related to receive targeted support daily. • Those in Years 1&2 who have not met, also included in this group. • External CORE SALT support for those children in need and specialist TA to action their targets. • Every child in Reception has daily Wellcomm
<p>SEMH</p> <p>To achieve and sustain improved well-being and resilience for all children in school.</p>	<ul style="list-style-type: none"> • Full time Pastoral Leader to work with families and children. • Extensive early help package • Early intervention with absence and persistent absence.

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: £22,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENCO salary to PP £22,742</i>		
<i>Reading and Phonics scheme, reading books for classroom as well as training for teachers. TAs and parents.</i>	<p>EEF research shows that 'improving teaching is the key ingredient of a successful school and should rightly be top priority for Pupil Premium spending'</p> <p>Important aspects of CPD provide training on reading including fluency and phonics, feedback. All of which the EEF research shows has a positive impact on outcomes.</p> <p>EEF Toolkit: Phonics +5 EEF Toolkit: Early interventions +5</p>	1,2,3
<i>Assessment package purchased and leader for PP data analysis and intervention group tracking. NfER assessment papers as well as SEND diagnostics</i>	<p>The EEF guide to supporting school planning- A tiered approach to 2020-21: High quality assessment is essential to great teaching, helping us understand what pupils have (and have not) learned.</p> <p>Targeted diagnostic assessments can support teachers to monitor pupils' progress</p>	1, 2 ,3, 4 5, 6
<i>Subject leader release for curriculum development.</i> <i>Ensure the curriculum is well balanced and sequenced and the areas allow for cultural development Pupils</i>	<p>The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	1, 2, 3, 4

<i>given real experiences including educational visits to help broaden their knowledge of the world and their vocabulary.</i>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £160,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School based tutoring in phonics, reading and maths</i>	<p>EEF T&L toolkit: Extending school time +3</p> <p>EEF T&L Toolkit: Small group tuition +4</p> <p>EEF T&L toolkit: Feedback +6</p>	1
<i>Targeted interventions led by TAs - use of gap analysis and assessment data to target identified pupils in Phonics, Maths and Reading</i>	<p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>EEF T&L toolkit: Small group tuition +4</p> <p>EEF T7L toolkit: Teaching Assistant Interventions +4</p> <p>EEF T&L toolkit: Oral language interventions +6</p> <p>EEF T&L toolkit: Reading Comprehension strategies +6</p>	1,3

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

Budgeted cost: £56,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Manager salary to PP £49,880</i>	<p>EEF T&L toolkit: Parental engagement +4</p> <p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students.</p> <p>However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&L toolkit: Parental engagement +4</p>	
<i>Elective music sessions £4,500</i>		
<i>Resources Family Support budget £500</i>		
<i>Educational visits support £4,500</i>	EEF T&L toolkit: Physical activity +1	
<i>CPOMS £690</i>		
<i>Urban Devotion £3,276</i>	EEF T&L toolkit: Social & Emotional Learning +4	
<i>Cool Milk £1,500</i>		
<p><i>Pastoral Team:</i></p> <p><i>Provide effective outreach pastoral support so that children are settled in class and ready to learn.</i></p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and</p>	5,6,7,8

	<p>attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&L toolkit: Social & Emotional Learning +4</p> <p>EEF T&L toolkit: Behaviour interventions +4</p>	
<p><i>Safeguarding Lead PP support work:</i></p> <p><i>Provide effective safeguarding support for PP pupils so all pupils make expected progress and meet academic targets</i></p>	<p>The work of our Safeguarding Lead supports the strategies we employ to address wider barriers to learning. For a significant number of our disadvantaged pupils, this role is crucial in terms of supporting pupils with complex family situations that may prevent them from flourishing.</p> <p>EEF T&L toolkit: Parental engagement +4</p>	6,7
<p><i>Pastoral Manager: To work reactively with families and provide bespoke support</i></p>	EEF T&L toolkit: Parental engagement +4	6,7
<p><i>Residential subsidy:</i></p> <p><i>Ensure all disadvantaged children have the opportunity to partake in a subsidised residential experience in KS1 and KS2.</i></p>	EEF T&L toolkit: Physical activity +1	5,6
<p><i>Free after school clubs with PP prioritised and elective musical instrument lessons</i></p>	<p>EEF T&L toolkit: Physical activity +1</p> <p>EEF T&L toolkit: Extending school time +3</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention</p>	5,6,7
<p><i>Coaching and mentoring for children (UBD)</i></p>	EEF T&L toolkit: Behaviour interventions +3 EEF T&L toolkit: Physical activity +1	5,6,7

Total budgeted cost: £ 248,270

Funded by School GAG: £12,265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Ongoing quality staff development to increase staff knowledge and ensure high quality lessons in reading, writing and maths.</p> <p><i>Despite COVID restrictions, staff have continued to have in-house and external CPD. Monitoring shows that teaching is deemed to be at least good across the school.</i></p>
<p>To enhance staffing especially teaching assistants to support children.</p> <p><i>Teaching Assistant allocation across the school ensured that small group, 1:1 support and targeted interventions took place for identified children. Children are making more progress from their post-lockdown starting points.</i></p>
<p>To develop effective interventions across the school.</p> <p><i>A wide range of effective, evidence-based interventions have been implemented and progress measured against post-lockdown starting points.</i></p>
<p>To improve attendance rates for pupils who are eligible for Pupil Premium</p> <p><i>Attendance rates for disadvantaged pupils (Spring 2022) is almost in line with non-disadvantaged and is at national benchmark.</i></p>
<p>Pupils to receive targeted intervention to support SEMH needs and to ensure they make progress in their learning.</p> <p><i>Targeted support has helped to develop and maintain relationships with families. Families have been signposted to organisations that provide “Early Help” support. The number of families with Child in Need or Child Protection plans has reduced.</i></p>

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
Not Applicable	

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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

N/A