

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	438
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 YEARS
Date this statement was published	
Date on which it will be reviewed	
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	£206,365
Pupil Premium Post LAC funding allocation	£ 9,380
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>	£237,930

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.

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	Closing the attainment gap between disadvantaged and non-disadvantaged children which has been exacerbated by Covid.
3	Addressing weak speech and language skills We know from our assessments (including Wellcomm) that disadvantaged pupils often have limited oracy skills, especially on entry.
4	Addressing more limited life experiences We know from our research that disadvantaged pupils do not always have the same opportunities for life experiences due to financial situations
5	Addressing SEMH 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 flourishing due to less support being in place for them at home.
7	Addressing attendance and punctuality issues

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>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</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>	<p>To introduce a new phonics scheme across the school (ELS) and ensure training for all teachers and TAs.</p> <p>Target disadvantaged pupils using in house data and provide a catch-up teacher in Year 1, 2 and 6.</p> <p>To monitor the “Reading Plus” in KS2 and ensure regular reading opportunities are being seen.</p> <p>To celebrate the reading breadth with weekly Reader of the Week award in the assembly and by giving prizes of books.</p> <p>To create a welcoming and positive reading environment in each class (£100 per class), the library and ensure they are borrowing books.</p> <p>To analyse summative assessment data and identify the children who require catch up.</p> <p>To track book bands (Phonic Phases) carefully and ensure progress being made.</p> <p>To embed understanding and knowledge through an exploration approach.</p> <p>To promote a love of reading through the school.</p> <p>To purchase a fully decodable reading scheme and catch-up programme (Project X Code)</p>
<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Achieve national average progress scores in KS2 for Reading, Writing and Maths (0)</p>

<p>To ensure summative end of KS2 results are at or exceed, national expectations for progress.</p>	<p>To develop the use of instructional coaching by leaders to work with staff to develop teaching.</p> <p>To upskill support staff with appropriate approaches and pedagogy to teaching interventions.</p> <p>To identify pupils who may require more targeted support on a daily basis.</p>
<p>To close the gap for pupil premium with barriers to learning.</p>	<ul style="list-style-type: none"> • Staff to use targeted evidence-based whole-class teaching interventions. • On entry to Reception, 58% of pupils were below age related for PSED and 35% for CLL. 25% of children were referred to SALT with 22% of children needing social interaction support. • Lockdown due to COVID has hampered pupil's opportunities to socialise and extend their vocabulary weekly SIG and SALT intervention sessions. • Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that "typical" Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. • 38% of disadvantaged children have SEND/learning difficulties requiring additional support through an IEP. • Behaviour logs (daily) since 1st September for non-pupil premium are 401 compared to 552 pupil premium. • Attendance and Punctuality issues. Attendance figures are currently good for Pupil premium pupils (95.7%) but we would like over 96%. A higher percentage of PP pupils are late to school than non-pupil premium pupils. • Multi-siblings.

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: £14,769

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENCO salary to PP £14,769</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, 3,5
<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: £179,021

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 £42,630</i>		
<i>Elective music sessions £4,128</i>		
<i>Resources Family Support budget £500</i>		
<i>Educational visits support £4,500</i>		
<i>CPOMS £615</i>		
<i>Urban Devotion £3,120</i>		
<i>Cool Milk £1,188</i>		
<p><i>Attendance Lead:</i></p> <p><i>Maximise the use of strategies to ensure compliance with attendance expectations. Rigorously monitor the attendance across the school, inc. of PP so that support can be targeted carefully. Support meetings to work with families of identified PP pupils whose attendance needs to increase.</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.</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>	
<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>	<p>EEF T&L toolkit: Parental engagement +4</p>	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>	<p>EEF T&L toolkit: Physical activity +1</p>	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>	<p>EEF T&L toolkit: Behaviour interventions +3</p> <p>EEF T&L toolkit: Physical activity +1</p>	5,6,7

Total budgeted cost: £ 250,471

Funded by School GAG: £12,541

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 2021) 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)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

N/A