

Pupil Premium Strategy Statement 2021/2022



School overview

Metric	Data
School name	St Barnabas C of E Primary
Pupils in school	444
Proportion of disadvantaged pupils	37% (as of June 2021)
Pupil premium allocation this academic year	£201,675 allocated April 2021 Forecast for academic year 21/22 £209,561 (current number 166 as of 24/5/21)
Academic year or years covered by statement	2021-2024
Publish date	July 2021
Review date	Pupil Premium Review: 17th Jan 2022 July 2022
Statement authorised by	Emma Grice
Pupil premium lead	Claire Harrison
Governor lead	Daniel Donaldson

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.7
Writing	-3
Maths	-2.3

Strategy aims for disadvantaged pupils

Measure	Score	
Meeting expected standard at KS2 RWM (2018-2019 due to Covid)	School 36%	National 51%
Reading	52%	62%
Writing	68%	68%
Maths	61%	67%
Achieving high standard at KS2 RWM	10%	5%
Reading	13%	11%
Writing	10%	11%

Maths	16%
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Measure	Activity
<p><u>Priority 1</u> To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Ensure all relevant staff have received training to deliver the 'Sounds Write' chosen Phonics scheme effectively (January 2022). To ensure that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check and across KS2.</p>
<p><u>Priority 2</u> For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work with the Maths Leader and English Leader to ensure all progress scores for disadvantaged pupils are above zero at the end of KS2 in Reading, Writing and Maths.</p> <p>SLT ensure all disadvantaged pupils make expected progress in Foundation subjects.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Staff not always using targeted evidence-based whole-class teaching interventions well enough. • 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

Projected spending	Total spending projected:	
		£
	SENCO	18499
	Yr1 and Yr6 booster	15459
	Pupil Premium lead	2679
	TA support	125099
	Academic Support	15600
	Wider strategies	62551
	Total spending	239887

02 Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022
Other	Ensure attendance of disadvantaged pupils is above 96%	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity																		
<p>Priority 1 Reading</p>	<ul style="list-style-type: none"> To introduce a new Phonics scheme across school (Sounds Write) and ensure training for all teachers and TAs To train a group of people through Coram Beanstalk to be reading volunteers Target disadvantaged pupils using in house data and provide a catch-up teacher in Years 1, 2 and 6 To monitor the 'Reading Plus' in KS2 and ensure regular reading opportunities are being seen To celebrate the reading breadth with a weekly Reader of the Week award in assembly and by giving prizes of books To create a welcoming and positive reading environment in each class (£100 per class), 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 carefully and ensure progress being made To embed understanding and knowledge through an exploration approach To promote a love of reading throughout school 																		
<p>Priority 2 To ensure summative end of KS2 results are at, or exceed, national expectations for progress</p>	<ul style="list-style-type: none"> To develop the use of instructional coaching by leaders to work with staff to develop teaching To upskill support staff with appropriate approaches and pedagogy to teaching interventions To identify pupils who may require more targeted support on a daily basis 																		
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress 																		
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Wider strategies for current academic year

Measure	Activity												
<p><u>Priority 1</u> To help meet those basic needs that are not currently being met</p>	<ul style="list-style-type: none"> To use counsellors and mentors from Urban Devotion to support children facing challenges To provide funds where needed for e.g food and uniform 												
<p><u>Priority 2</u> To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> To identify pupils who are falling behind national (2018-2019 last full year data 95.7% (PP) c/f 96.5% (non PP) To provide tailored support for families with low attendance, working with the pastoral manager to overcome barriers. 												
<p><u>Priority 3</u> To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and the exploration curriculum allows opportunities for cultural development. To reduce 'technology poverty' by loaning laptops to children who do not have them at home. To identify opportunities through the curriculum to explore the greater implications of the topics being taught so that pupils develop a greater understanding of the world they live in To allow all disadvantaged children a 50% reduction in cost residential in Y6 (or more if needed). To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from exploration Curriculum lessons and adapts to current restrictions caused by Covid19 To provide greater enrichment opportunities for disadvantaged pupils whole class music lessons in Y4 and free after school clubs. To have themed curriculum weeks to deepen children's understanding of specific topic areas. To increase exposure to the arts through musicality and art appreciation. 												
<p><u>Priority 4</u> To work reactively with families and provide bespoke support</p>	<ul style="list-style-type: none"> To allocate a contingency fund, in light of Covid19, to support current pupils and those who are new to Saint Barnabas. 												
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> Poor attendance, including the impact of Covid19. Ensure targeted children attend mentoring and have access to the Pastoral Manager. Increasing number of families experiencing hardship due to parents being made unemployed and being eligible for FSM. 												
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	Music – Clarinets	£900	
	50% Residential Costs Contingency (30 PP)	£4500	
	CPOMS	£615	
	Total Projected Spend	£62551	
Projected expenditure funded by school GAG funding.		£30,326	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development	Use of INSET Days and twilight sessions.
Targeted support	Additional Teachers in Year 2 and Year 6	Additional teachers to lead small groups in cohorts of high PP (Y2-38%, Y6-50%)
Wider strategies	Engaging the families facing the most challenges	Working with Pastoral Manager and outreach programmes.

Review: last year's aims and outcomes (2020-2021)

Aim	Outcome
Ongoing quality staff development to increase staff knowledge and ensure high quality lessons in reading, writing and maths.	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.
To enhance staffing especially teaching assistants to support children	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.
To develop effective interventions across the school.	A wide range of effective, evidence-based interventions have been implemented and progress measured against post-lockdown starting points.
To improve attendance rates for pupils who are eligible for Pupil Premium	Attendance rates for disadvantaged pupils (Spring 2021) is almost in line with non-disadvantaged and is at national benchmark.

<p>Pupils to receive targeted intervention to support SEMH needs and to ensure they make progress in their learning</p>	<p>Targeted support has helped to develop and maintain relationships with families.</p> <p>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.</p>
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