

Saint Bartholomew's C.E. School Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Bartholomew's C.E. Primary School
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022-2023, 2023-2024, 2024-2025
Date this statement was published	November 1st
Date on which it will be reviewed	July 1 st 2022
Statement authorised by	S Davies
Pupil premium lead	S Davies
Governor lead	Louise Ryle and David Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73630
Recovery premium funding allocation this academic year	£12600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year: N/A	£83,044.99

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children are given the best research led teaching and the highest quality academic support. All children are taught and exposed to a curriculum driven by aspiration that does not place a ceiling on attainment.

Our vision and ethos are rooted in the Christian values of respect, perseverance and kindness. We develop curiosity by opening our children's minds to a limitless world of possibilities. We inspire, challenge and support children to achieve and excel in a nurturing environment. It is in this environment that we aim to close the gap in attainment between our disadvantaged and non-disadvantaged pupils. Our excellent relationships we continue to build with our disadvantaged families helps us to realise this vision.

We consider all challenges faced by children who do not benefit from parental support or do not have the resources to improve their attainment. This includes challenging all our children who are at the expected standard to achieve at a greater depth within their relevant curriculum standard.

Each child entitled to the Pupil Premium grant is unique in their situation and our response to their needs must reflect this. With this in mind, at St Bartholomew's we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach their full potential, regardless of whether they are disadvantaged or not.

The progress and attainment of all pupils at St Bartholomew's is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We make use of a wide range of educational research, including The Sutton Trust Toolkit, DfE research and the Education Endowment Foundation in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our embedded growth mind-set culture ensures that we have the highest expectations and that we continually strive to ensure that no child is left behind. Our school value of perseverance is used to give all children the tenacity and determination to achieve at least in line with national expectations.

When deciding how to spend the Pupil Premium grant it is important that we look at the potential challenges to learning faced by disadvantaged children in the context of our school.

Our key objective in using the Pupil Premium grant is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. Historically pupils at St Bartholomew's achieve and attain well, often at levels much higher than

those achieved nationally. However, there is still a pattern of Pupil Premium pupils at St Bartholomew's doing better than other Pupil Premium pupils nationally but not as well as those who are not entitled to the Pupil Premium grant. We strive to narrow and even remove this gap.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and punctuality</p> <p>There is a significant difference between the attendance of disadvantaged pupils compared to specific non-disadvantaged pupils. Missed learning has highlighted gaps in disadvantaged pupil knowledge and children miss core elements of the curriculum (add data)</p>
2	<p>Parental capacity to support learning</p> <p>After discussions with parents, the increased pressures on managing employment mean that, in some cases, disadvantaged children don't receive a comparable level of support. and rising rents mean that disadvantaged pupils do not receive a comparable level of support at home.</p>
3	<p>Access to extra-curricular activities</p> <p>Our disadvantaged pupils do not always have access to the same clubs and enrichment activities compared to non-disadvantaged pupils</p>
4	<p>Acquisition of language and vocabulary</p> <p>Our standardised assessment data shows that there is a considerable gap in language acquisition reflected in the attainment gap of disadvantaged and non-disadvantaged children. Pupil progress meetings are used to forensically examine specific children and their needs.</p> <p>Pupil conferencing and discussions with parents told us that disadvantaged pupils do not have access to high quality reading books at home. The school has access to high-quality reading resources and the distribution of these is closely monitored to match attainment and provide accelerated progress to disadvantaged pupils.</p>
5	<p>Gaps in mathematical knowledge and fluency</p> <p>Our assessments and observations indicate that the mathematical education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths.</p>
6	<p>Pupil mental health during lockdown and the subsequent return to school</p> <p>Parent and pupil well-being questionnaires highlighted that our disadvantaged pupils did not have regular or robust access to our home learning offer, or did not have a routine conducive to learning.</p>

Support given: Additional tuition and focused interventions, counselling, Pastoral Learning Mentor, Access to IT, Regular communication from SLT
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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>Pupil attendance is no less than 97% (LA target)</p> <p>2/12/21</p> <p>Whole school attendance: 94.97%</p> <p>Pupil Premium attendance: 92.2%</p> <p>(CJ has the narrative for specific disadvantaged children)</p>	<p>Learning is not missed due to poor attendance and punctuality</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</p> <p>the percentage of all pupils who are persistently absent being below 95% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</p>
<p>From their individual starting point and not limiting their capacity to excel all children make progress</p>	<p>Children and families are engaged</p> <p>Children are able to access learning through pre-teaching and post teaching</p>
<p>Improve reading attainment for disadvantaged pupils</p>	<p>In the most recent phonics screening (year 2, Autumn 21) 67% of children in receipt of pupil premium reached or exceeded the expected standard compared to 87% of non-pupil premium children.</p>
<p>A forensic examination of each child's needs to create a bespoke package</p>	<p>Interventions are tailored to each child for maximum effectiveness</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations</p>

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: £ 4153.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD from mental health support hub</i>	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (Social and Emotional Learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,6
<i>CPD from P Cabb for children with social and communication barriers and wholistic to the whole class</i>	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,6

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

Budgeted cost: £ 29065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1 :1, 1:2, 1:3 interventions across the school to support key skills specifically in reading and comprehension</i>	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,4,5

<i>Pre-teaching across y3, 4 and 5 and 6</i>	Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2,4, 5
<i>Pre-teaching phonics y1 and 2</i>	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,4
<i>Pre-teaching y 6 maths 'same day intervention'</i>	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2,5
<i>Pre-teaching comprehension for y 3 and 4</i>	Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2,4,5

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

Budgeted cost: £ 29065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling</i>	The closing of schools due to the Covid-19 crisis has had a significant impact on the lives of many children and parents. https://www.suttontrust.com/our-research/school-closures-parent-polling/	1,2

	<p>Promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	
<i>Learning mentor</i>	<p>https://www.suttontrust.com/our-research/school-closures-parent-polling/</p> <p>Promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1,2
<i>Mental health support hub</i>	<p>The most common reason for exclusion is persistent behaviour that challenges. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://beaconhouse.org.uk/resources/</p>	1,2,5
<i>Funded spaces on extra-curricular activities</i>	<p>Children from non-disadvantaged households are more than twice as likely to have had more than £100 spent on their education since the shutdown, compared to on average £50 in disadvantaged families</p>	1,3

Total budgeted cost: £ 83,044.99

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that there is an attainment gap between our disadvantaged children and non-disadvantaged children, however this is narrowing as children move into Key stage 2, especially in reading.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, BBC teach and White Rose maths videos.

We made sure that all disadvantaged children had access to pre-printed workbooks and learning resources that linked to our home learning offer. We supplied Chrome-books and if necessary data dongles, so that all pupil premium children could access home learning. Additional booster groups were held via google classroom specifically targeted at Pupil premium children

In 2019 44% of KS2 disadvantaged children (OFSTED data dashboard) achieved the expected standard with 0% achieving at a greater depth

Currently 47% (Insight pupil tracking) of KS2 disadvantaged children are on track to achieve at least at the expected standard with 5% on track to achieve at a greater depth.