



Pupil premium strategy for St Barnabas CE Primary School 2020 – 21

1. Summary information

Academic Year	2020/21 This plan is constantly under review. Termly updates take place and are closely linked to the school objectives for disadvantaged and vulnerable children. This plan runs alongside and interleaves with our Catch-Up Premium Strategy 2020/21 , which is also published on our school website. Following baseline assessments and a review of the previous Pupil Premium Strategy, some actions will remain in place due to partial closure. As a result of the ever changing and current COVID pandemic, this Pupil Premium Strategy will be closely monitored to ensure we are targeting our most vulnerable children with the greatest impact. This strategy is also informed by the latest evidence-based research and published reports, such as from the EEF and Sutton Trust. We follow the EEF three-tiered approach: Quality Teaching For All, Targeted Support, Additional Approaches and all strategies are underpinned by the EEF implementation process of Explore, Prepare, Deliver, Sustain			
School	St Barnabas CE Primary, Warrington			
Academic Year	2020/21	Total PP budget	£117,947	Date for next internal review of this strategy
Total number of pupils	193 (incl Nursery) 164 w/o	Number of pupils eligible for PP	85 x PP & 3 x CLA	Mar 2021

2. Current attainment

End of Key Stage 2 2018 – 19 (No data for 2019-20 reported)	% Disadvantaged pupils 2018 – 19 at StB (no. of eligible pupils)	% Non-disadvantaged pupils 2018-19 at StB (National in brackets)
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% achieving expected standard or above in reading, writing and maths	60%	67% (64.8%)
% achieving expected standard or above in reading	60%	87% (73.2%)
% achieving expected standard or above in writing	60%	87% (78.5%)
% achieving expected standard or above in maths	67%	67% (78.7%)
End of Key Stage 1 2018 – 19 (No data for 2019-20 reported)	% Disadvantaged pupils 2018 – 19 at StB (no. of eligible pupils)	% Non-disadvantaged pupils 2018-19 at StB (National in brackets)
% achieving expected standard or above in reading	69% (16)	85% (75%)
% achieving expected standard or above in writing	63% (16)	76.9%(69%)
% achieving expected standard or above in maths	69%(16)	69% (76%)
Y1 Phonics Screening Check	75% (5)	89% (81.9%)
EYFS % pupils achieving a Good Level of Development (GLD)	56% (9)	65% (72%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Speech and language
B.	Social and emotional needs requiring additional pastoral care and guidance (self-esteem, resilience, separation anxiety, attachment)
C.	Low self-esteem, lack of self-efficacy and intrinsic motivation.
D.	Gaps in knowledge and basic skills due to school closure and lack of home support.
E.	Reading (phonics, fluency, attitudes, comprehension)
External barriers (including issues which require action outside school such as low attendance rates)	
F.	Challenging home circumstances, chaotic home conditions and other social issues
G.	Attendance and punctuality. Analysis of school data shows that FSM/PPG groups have lower attendance rates, also a small number of pupils are persistently late. This causes a significant loss of learning time for pupils.
H.	Limited life experiences outside of the home and local area.
I.	Low family expectations and lack of parental engagement in supporting pupils at home.
4. Intended outcomes (specific outcomes and how they will be measured)	Success Criteria

A.	Improved progress by our disadvantaged pupils in all areas of speech and language and general oracy skills.	Disadvantaged pupils make improved progress in language and communication, successfully complete speech and language programmes and Early Talk boost interventions, alongside Nuffield Early Language Intervention (Government Initiative).
B.	Improved self-esteem and self-belief leading to a more positive approach to school-work, school life resulting in good and better progress.	Disadvantaged pupils with SEMH will have limited recorded behaviour incidents on CPOMs and be making progress in line with and / or above their peers in reading, writing and maths.
C.	Improved progress and attainment in reading, writing and mathematics for identified PPG pupils.	Progress and attainment of PPG pupils at the end of KS2 will be in line with or above national. More PPM pupils achieve greater depth.
G.	Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.
H.	Increased attendance rates for pupils eligible for PP and decrease in persistence absence rates of PP pupils. PP attendance rates improve to well above school target.	Disadvantaged pupil attendance is improved / improving and support is in place to swiftly support families and children where attendance is not in line with their peers. Closer monitoring of disadvantaged pupils where attendance drops due to COVID Code X – ensuring teaching staff make regular phone calls and monitor online engagement.

4. Planned expenditure		How will Pupil Premium be spent in 2020/21?				5.
Academic year	2020/21					
The three headings below enable school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
1. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Evaluation
<p>Improved outcomes for Communication , Language and Literacy.</p> <p>Raise speech and language attainment and social skills of all pupils, having a positive effect on learning.</p> <p>Pupils identified for small group speech and language interventions or external referral to SALT.</p>	<p>All children to be assessed on entry using WellComm Toolkit to identify pupils using a traffic light scoring system.</p>	<p>Delayed language skills set the scene for underperformance later in life so it is vital to assess and address speech and language difficulties at the earliest point on entry to school.</p> <p>EEF states that oral language skills form a crucial foundation for thinking, learning and social interaction.</p>	<p>Ideas and strategies are integrated into daily provision. Children’s needs are identified through assessments. Provision monitored regularly and pupils assessed regularly to check impact.</p>	LW	<p>Dec 2020, March 2021, July 2021.</p>	<p>Due to lockdown/isolation, the data is incomplete. For the children whose progress can be measured, they did make significant progress in C&L and are now working closer to ARE in C&L.</p> <p>During the Jan – March 2021 lockdown, 65% of PP pupils were targeted to remain in school and all other families given access to technology. Engagement levels remained high for all PP pupils as a result of teaching strategies used.</p>
<p>Improved outcomes in reading and writing in order</p>	<p>Develop the whole school Talk for Reading and Talk for Writing approach.</p>	<p>Success with Talk 4 Writing strategy implemented over last 2 years. Tried and</p>	<p>Driven by HT and SLT High quality CPD programme.</p>	<p>NC & SW</p>	<p>Termly following</p>	<p>Despite a long period of lockdown, assessment data indicates the large majority of PP pupils have continued to make good progress in</p>

<p>to narrow the gap or exceed national average.</p>	<p>Dedicated CPD for teaching staff to support quality first teaching (QFT) in the classroom. By ensuring teaching staff have the necessary knowledge and skills to accelerate learning and meet the needs of those at risk of not meeting ARE, we can support children in meeting their targets. School improvement projects linked to SIP to target reading and writing.</p>	<p>tested whole school approach that has been developed in high attaining schools, often in challenging areas and is proven to raise standards.</p> <p>EEF deems QFT to have a disproportionate advantage to disadvantaged pupils. Quality of feedback and policy- EEF and Sutton Trust value verbal feedback as the most effective, high impact, low cost.</p>	<p>Monitoring programme to support QA and impact in the classrooms and for the disadvantaged pupils.</p>		<p>analysis of assessment data- December, March and July</p>	<p>reading and writing. The attainment of PP Pupils in EYFS and KS1 is still below that of non-PP pupils due to the larger proportions of missed school as a result of the pandemic. However across KS2 the attainment of PP pupils is in line with their peers. By the end of KS2 the attainment of PP pupils R & W was above the 2019 national average.</p> <p>In reception, whilst attainment of PP pupils is below non-PP, progress of PP pupils is strong, with 81% making expected progress in literacy and 36% accelerated; 100% making expected progress in maths, 18% accelerated and 81% making expected progress in C&L with 45% making accelerated progress.</p> <p>In year 2, Summer Term attainment of PP pupils is below that of non-PP, however progress is strong.</p> <p>End of Summer Term data show the impact of T4R strategies and small group intervention with 89% of Y6 PP pupils achieved ARE in reading and writing. Attainment is in line with non-PP pupils by the end of Y6.</p>
<p>Continue to enhance the quality of phonics teaching.</p> <p>The quality of teaching of phonics is strong across the</p>	<p>EYFS and year 1 teachers to continue to receive Letter and sounds training and keep abreast of evidence based research from EEF to improve the teaching of phonics training. Teachers to</p>	<p>From EEF phonics support has a proven impact with average gains of 4+ months. Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable</p>		<p>NC</p>	<p>Dec 2020, March 2021, July 2021</p>	<p>Phonics tracker has been used effectively throughout EYFS and KS1 to effectively target pupils in need of intervention. Data analysis shows that the large majority of PP pupils have made strong progress in phonics from their starting points, despite a period of lockdown and further periods of isolation</p> <p>Y2 pupils achieved 69% (includes 4 x new with no Eng) 80% (excl new pupils) in Autumn PSC.</p>

<p>school providing additional support for PPG pupils Fluency in reading has improved with PPG pupils in KS2 secure and fluent in reading a range of texts.</p>	<p>use strategies as a whole class strategy, target groups and individuals. The focus on raising PPG pupils reading decoding through segmenting and blending continues to be a priority.</p> <p>Rigorous implementation of and tracking of phase 1 phonics throughout EYFS and KS1.</p> <p>Introduction of phonics tracker throughout whole school.</p>	<p>evidence sources such as visible learning by John Hattie and the EEF toolkit. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.</p>				<p>New phonics scheme selected from DfE approved list to be implemented from Sept 2021.</p>
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<p>Total budgeted cost:</p>	<p>£24,718</p>	
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2. Targeted Academic Support

<p>Raise attainment of pupils in KS2 so that they are at or close to ARE at end of KS2 and are high school ready.</p>	<p>Intervention Individual and small group tuition for pupils in English and Maths which targets pupils who need to catch up and more able pupils to achieve GD where appropriate, Fluid groupings which are responsive to need.</p>	<p>Research on TAs delivering targeted interventions in one to one small group settings shows a consistent impact on attainment of approximately three to four additional months progress</p> <p>Own tracking has demonstrated positive</p>	<p>Summative and formative assessments used during Pupil progress meetings. Conversations with teachers to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p>	<p>EP</p>	<p>Dec 2209, March 2020 and July 2020.</p>	<p>Despite a period of lockdown from January to March 2021 and further periods of isolation, pupils in Y6 continued to make strong progress. Of the PP cohort 88% (7/8) make sustained progress in reading, 88% (7/8) made sustained progress in writing and 100% (8/8) made sustained progress in maths.</p> <table border="1" data-bbox="1585 1377 2092 1465"> <thead> <tr> <th>% of pupils</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	% of pupils	Reading	Writing	Maths	RWM					
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		impact in outcomes for disadvantaged pupils.	Tracking with data and pupil workbooks. Lesson observations of all staff delivering tuition.			<table border="1"> <tr> <td>working at ARE</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All pupils</td> <td>82%(23/28)</td> <td>74%(20/27)</td> <td>85%(23/27)</td> <td>74%(20/27)</td> </tr> <tr> <td>PP</td> <td>89%(8/9)</td> <td>78%(7/9)</td> <td>78%(7/9)</td> <td>78%(7/8)</td> </tr> </table>	working at ARE					All pupils	82%(23/28)	74%(20/27)	85%(23/27)	74%(20/27)	PP	89%(8/9)	78%(7/9)	78%(7/9)	78%(7/8)
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Improved outcomes for Communication Language and Literacy Fully trained staff to deliver Early Talk Boost and Nuffield Early Language.	To continue with Early Talk Boost + Engage with Nuffield Early Language in sessions – early speech and Language development.	EEF interventions - Smaller group teaching, gaining extra feedback and direct teaching. The Sutton Trust – moderate impact for a high cost. Own tracking has demonstrated Smaller group teaching / tuition, gaining extra feedback and direct teaching. The Sutton Trust – moderate impact for a high cost. Own tracking has demonstrated positive impact in outcomes for disadvantaged pupils.	Tracking of pupils included in Early Talk Boost and Talk boost. Dedicated trained member of staff in Nursery / Reception.	LW & KL	Completion of intervention and tracking of progress through PPMs.	Programme was interrupted from January to March due to lockdown and re-started in March 2021. Programme lasts for 30 weeks and is due to finish in July 2021. Improvements in listening skills and expressive language have been noted in pupils receiving the intervention.															
Improved progress for targeted pupils Successful completion of Speech and Language programmes and improved oracy.	TAs for focused intervention for pupils at risk of not meeting targets and leading on impact of provision. (Subject to COVID restrictions and bubble crossing.) Continued investment in TA fully trained to deliver all speech and	Data shows effective diminishing of differences in EYFS following dedicated focused PP TA, therefore focused to whole school to ensure individual staff are deployed most effectively. Reducing barriers to learning and developing effective literacy skills.	Feedback from TAs Monitoring of interventions and progress of pupils Review of Speech and Language programmes and successful development of pupils communication skills.	JF, CD, MS	Review after each S&L programme Intervention reviews.	Due to the amount of time lost over the pandemic S&L progress was sporadic. Some children made progress whilst others, unfortunately regressed. Speech and language programs have now restarted, the children have been assessed and will be closely monitored.															

	language programmes in school.					
Improved progress and outcomes for targeted pupil premium pupils.	<p>Intervention To employ an Academic Mentor To deliver intervention programmes to ensure all pupils keep up with their peers and gaps due to school closure are quickly closed.</p>	EEF research on tuition, gaining extra feedback and direct teaching.	Regular monitoring and data analysis.	EP/ED	Dec 2019, March 2021 and July 2021.	<p>Reception</p> <p>Improvements to pupils' listening and attention and expressive language.</p> <p>Year 2</p> <p>Phonics intervention has significantly improved the attainment of pupils' recall and application in both reading and writing.</p> <p>Year 4</p> <p>Significant difference in spellings and phonics, children are applying the words we have looked at in spellings to their work in class</p> <p>Continued progress in maths work including times tables, multiplication and division</p> <p>Year 5</p> <p>Three students in Year 5 that received daily interventions for grammar have now scored as greater depth with standardised scores of 110+. Prior to interventions their scores ranged below 95 with the highest at 102.</p> <p>Improvements in application of grammar within independent writing as a result.</p>

						<p>Year 6</p> <p>Workbooks of targeted pupils show significant improvements in handwriting as a result of daily interventions.</p> <p>Pupil workbooks show improvements in quality of vocabulary used in independent writing following vocabulary intervention.</p> <p>All targeted pupils have improved scores within arithmetic tests.</p> <p>Improvements in speed of multiplication tables recall, now being applied in maths lessons.</p> <p>Analysis of reading SATs tests show improvements in retrieval and inference questions.</p> <p>Results of PM Benchmarking have shown that progress is being made with comprehension skills</p>
Strong progress in maths, demonstrating secure fluency and application for disadvantaged pupils.	Use NTP (National Tutoring Programme) to employ 1 to 1 tutors for targeted PPG pupils in maths.	EEF research on tuition, gaining extra feedback and direct teaching. Own tracking has demonstrated proven positive impact in outcomes for disadvantaged pupils.	Regular monitoring and data analysis.	EP	Dec 2020, March 2021 and July 2021	Assessment data shows that across KS2 the attainment of PP pupils is line with non-PP pupils when SEND pupils are disaggregated.
Total budgeted cost					£26,385	

3. Wider Strategies

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>To provide an early help offer that will respond to any family welfare issues that arise.</p> <p>Welfare, social and emotional needs are met leading to improved self-esteem.</p>	<p>Health and Well-Being Early Help</p> <p>Pastoral support for children and families</p> <p>The school site within the top 20% nationally of social deprivation. 52% pupils are pupil premium and most other families are low income earners. 22% families are on school's vulnerable list.</p>	<p>Part of individual termly reviews Monitoring of internal referrals and CPOMS. Monthly monitoring by Safeguarding Team.</p> <p>External Safeguarding Audit</p> <p>Pastoral work will be tracked and linked to improved academic</p>	JF	Monthly	<p>Pastoral support has resulted in improved attendance for the large majority of targeted pupils. 58% of our pupil premium pupils are also classed as vulnerable and accessing family support at some level. Early help has been the key in successfully identifying and providing help where needed in order for our PP children to achieve the best possible outcomes. This has</p>
<p>Improved attendance and punctuality rates for pupil premium pupils. All learners have high attendance rates and are punctual.</p>	<p>Health and Well-Being Early Help</p> <p>Regular meetings with families about attendance where it is a concern and support packages implemented as required.</p> <p>Outcomes can only be improved if the pupils are in school Research shows lack of attendance, parental engagement and personal barriers to learning results in the needs of the individual not being met.)</p>	<p>First day response</p> <p>Weekly monitoring of attendance data for classes, groups and individuals.</p>	JF	Weekly	<p>Absence rates were lower than LA average for the Autumn Term for overall absence and persistent absence for pupil premium pupils.</p> <p>Attendance for PP pupils remains above the national average.</p>

<p>Help to meet the mental health needs of children and training of parents and teachers to support children in the classroom and at home.</p>	<p>Identify pupils with critical emotional and social needs for 1:1 support with an Educational Mental Health Practitioner (EHMP)</p> <p>Experienced in using evidenced based interventions for common health problems with children</p>	<p>Mental Health Visitor reports and briefings. Improvement in behavioural difficulties/ social anxiety etc.</p>	<p>JF</p>	<p>Half termly</p>	<p>Individual pupil feedback indicates improvements to pupil wellbeing as a result of counselling sessions. Improvements in attendance for 2 pupils.</p>
<p>Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences.</p>	<p>Health and Well-Being</p> <p>Ensure all pupil premium pupils have equality of opportunity to take part in trips, residential, extra-curricular, enrichment and out of school learning opportunities in order to raise aspiration, broaden horizons and improve self-esteem.</p> <p>Maintain engagement and relationship with Children's University. Access to online enrichment offer when restrictions are in place.</p> <p>EEF research demonstrates meta-cognition high impact improving progress</p> <p>Sutton Trust low impact however internal</p>	<p>Tracking of pupils attending enrichment sessions / involvement in roles in school etc. – Ensure variety of extracurricular and enrichment opportunities are on offer.</p> <p>To ensure all PP pupils demonstrate good progress from their starting points. PP pupils perform at least in line with other pupils nationally.</p>	<p>JF</p>	<p>Dec 2020, March 2021 and July 2021.</p>	<p>Opportunities to take part in extra-curricular, enrichment and out of school learning activities haven't been able to take place as widely this year, however pupil voice shows the positive impact these activities have on pupils. The attendance of PP pupils at all extra-curricular is good.</p>
<p>Total budgeted cost</p>				<p>£66,844</p>	