

St Barnabas CE Primary 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 Barnabas CE Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J Hodgkinson Headteacher
Pupil premium lead	J Hodgkinson Headteacher
Governor lead	B Timmis Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,641
Recovery premium funding allocation this academic year	£12,325 £8910 (School Led Tuition allocation)
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	£146,876

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas CE Primary, we have extremely high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. and to 'let their light shine.' The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We strongly believe that reaching your full potential is about developing the necessary knowledge, skills, attributes and values required to succeed. Our strategy is to ensure our pupils have access to the highest quality teaching, alongside targeted intervention and access to a rich set of experiences and opportunities to develop talents and interests. We will provide this offer in a coherently planned way, through our well sequenced curriculum, bespoke support and extra-curricular activities.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at St Barnabas we are determined to provide the support and guidance they need to help them overcome these barriers.

We carefully consider the challenges faced by vulnerable pupils, including those who have a social worker. The planned activity outlined in this statement is intended to support their needs, whether they are disadvantaged or not.

The highest quality of education is at the heart of our approach, with a focus on the areas in which our disadvantaged pupils require the most support. Quality first teaching is proven to have the most significant impact on closing the attainment gap, whilst also benefiting all pupils within our school. It is our aim that the attainment and progress of all pupils will be sustained and improve over time.

Our strategy is also integral to our plans for education recovery, notably through targeted support from the National Tuition Programme for the pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach has been developed in response to common challenges alongside individual needs, rooted in robust diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1.	Delayed speech and language – poor oracy language skills.
2.	Disadvantaged pupils low on entry attainment compared to all pupils.
3.	Low attainment and slow progress rates made by disadvantaged children. Gaps in knowledge, misconceptions and difficulties retaining prior knowledge.
4.	Pupils and families have social and emotional difficulties, including physical and mental health issues. Many of our children have experienced challenging home circumstances including trauma. This reduces their emotional resilience and can cause them to fall behind.
5.	Low attendance and persistent absenteeism of disadvantaged pupils
6.	Pupils have limited experiences beyond their home life and immediate community.

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 outcomes	Success Criteria
A.	Improve underdeveloped language, communication, interaction and vocabulary among disadvantaged children.	Pupils eligible for PP in EYFS make accelerated progress (+4steps) in Speaking and as a result the difference between

		<p>their performance and that of non-disadvantaged children nationally is rapidly diminishing by the end of EYFS.</p> <p>Wellcomm assessments indicate significantly improved language, communication and interaction by the end of EYFS.</p>
B.	Accelerate progress in all areas through EYFS.	Progress of children with deprivation barriers is above expected levels in early years tracking, bringing children closer to age related expectations by the end of EYFS.
C.	Improved progress and attainment in reading, writing and mathematics for identified PPG pupils. Increased percentage of children achieving GD and ARE in all year groups.	The difference in attainment between PP and other pupils is diminished so that PP pupils achieve in line with their peers. Progress and attainment of PPG pupils at the end of KS2 will be in line with or above national. Increased % of PP pupils achieve greater depth. All disadvantaged pupils achieve their challenging personal targets.
D.	Improved self-esteem and resilience of identified pupils with SEMH needs, leading to a more positive approach to school-work, school life resulting in good and better progress.	Identified pupils will have a reduction in recorded behaviour incidents on CPOMs and weekly behaviour monitoring indicates pupils are settled and ready to learn. Identified pupils make progress in line with and / or above their peers in all areas of the curriculum.
E.	Provide emotional and social support for identified children and their family to enable families and children have access to the appropriate support e.g. Early help.	Parent surveys indicate parents feel supported, are able to gain access to support if needed and additional barriers alleviated where possible. School's vulnerable register indicates a reduction in the severity of need of identified families as a result of support accessed. School records indicate effective engagement with parents. Weekly behaviour monitoring indicates pupils are settled and ready to learn. Identified pupils make progress in line with and / or above their peers in all areas of the curriculum.
F.	Improved attendance rates for identified pupils and decrease in persistence absence rates, leading to improved attainment and progress across all areas of the curriculum.	Disadvantaged pupils' attendance target is met. Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Increase in PP pupils' attendance and a decrease in persistent absence.
G.	Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

		100% Pupils eligible for PP attend one extra-curricular activity per term.
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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: £16,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all EYFS pupils access a language rich environment that support speech & language development.</p> <p>All children to be assessed on entry using WellComm Toolkit to identify pupils using a traffic light scoring system. Ideas and strategies are integrated into daily provision.</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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1
<p>Develop the whole school Talk for Reading and Talk for Writing approach.</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.</p> <p>School improvement projects linked to SIP to target reading and writing.</p>	<p>Success with Talk 4 Writing strategy implemented over last 2 years. Tried and 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF recognises that high quality teaching requires the support factor of sustained professional development, which is broken down into two distinct activities: up-front training and follow-on support.</p>	1, 2

<p>Introduce the new systematic synthetic phonics scheme (Little Wandle Letters and Sounds) High quality CPD for all staff</p>	<p>EEF research into improving literacy recommends effective implementation of a systematic synthetic phonics scheme in order to explicitly teach pupils a comprehensive set of letter-sounds relationships for reading and sound-letter relationships for spelling https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>From EEF phonics support has a proven impact with average gains of 4+ months.</p>	<p>1,2,3</p>
<p>High quality Continuing Professional Development (CPD) for teachers and TAs across school that builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>EEF research states that high quality teaching is pivotal of improving pupil outcomes and can narrow the disadvantage gap and that effective professional development plays a crucial part in improving classroom practice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	<p>1,2,3</p>

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

Budgeted cost: £21,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic</p>	<p>EEF research on tuition, gaining extra feedback and direct teaching in improving pupil outcomes in literacy and mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2,3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Implementation of bespoke speech, language and communication programmes – Wellcomm, Early Talk Boost, Nuffield Early Language Intervention, Talkboost and SALT programmes.	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>EEF Early Years Toolkit</p>	1,2,3

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

Budgeted cost: £108,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an early help offer that will respond swiftly and effectively to any family welfare issues that arise.</p> <p>Provision of a Pastoral and Welfare officer to work with vulnerable children and their families.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>The school site within the top 20% nationally of social deprivation. 58% pupils are pupil premium and most other families are low income earners. 35.4% of families are on school’s vulnerable list.</p>	4,5

<p>Training and support for staff on strategies to meet pupils' emotional needs.</p>	<p>Social and emotional learning is vital to support pupil progress. Strategies to support effective SEL are especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>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>4</p>
<p>Regular meetings with families about attendance where it is a concern and bespoke support packages implemented as required. Deployment of staff to support families in improving attendance and eradicating persistent absenteeism.</p>	<p>Good attendance at school is crucial to improving progress and attainment. EEF Research shows lack of attendance, parental engagement and personal barriers to learning results in the needs of the individual not being met.)</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully.</p>	<p>5</p>
<p>Ensure all pupil premium pupils have equality of opportunity to take part in trips, residentials, extra-curricular, enrichment and out of school learning opportunities in order to raise aspiration, broaden horizons and improve self-esteem.</p>	<p>Provision of a range of opportunities to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully.</p> <p>Education Endowment Trust Toolkit states that participation in artistic, creative activities has a positive impact on core academic attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>6</p>

Total budgeted cost: £ 146,876

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.

<p>Improved progress by our disadvantaged pupils in all areas of speech and language and general oracy skills.</p>	<p>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).</p>	<p>Improvements in listening skills and expressive language have been noted in pupils receiving support.</p>															
<p>Improved self-esteem and self-belief leading to a more positive approach to schoolwork, school life resulting in good and better progress.</p>	<p>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.</p>	<p>Pupil questionnaires, behaviour monitoring and attendance data indicate significant improvements to the well-being of targeted pupils, resulting in improved academic attainment. 100% pupils achieved academic targets.</p>															
<p>Improved progress and attainment in reading, writing and mathematics for identified PPG pupils.</p>	<p>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.</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="1397 1062 2069 1401"> <thead> <tr> <th>% of pupils working at ARE</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <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> </tbody> </table>	% of pupils working at ARE	Reading	Writing	Maths	RWM	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)
% of pupils working at ARE	Reading	Writing	Maths	RWM													
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)													

		Non-PP pupils	79% (15/19)	68% (13/19)	84 (16/19)	68% (13/19)
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.	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 continued to be vital throughout the lockdown period and beyond.				
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.	Absence rates were lower than LA average for overall absence and persistent absence for pupil premium pupils. Attendance for PP pupils remains above the national average.				

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
One to One Maths Tuition	Third Space Learning

Service pupil premium funding (Not currently applicable)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	