



St Barnabas

Church of England Primary Academy
A member of **CDARI**

Pupil Premium Strategy 2021-24

This document 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 eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses. It also shows how we may spend the next two years' Pupil Premium Grant if the funding continues, based on the effects measured and the lessons learned.

School overview

Detail	Data
School name	St Barnabas CE Primary Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	12%
Academic years that our current pupil premium strategy covers	2021-24
Date this strategy was published	December 2021
Date on which it will be reviewed	March 2022
Pupil premium lead	Becky Ham
Governor / Trustee lead	Jen Frankish

At St Barnabas CE Primary Academy we recognise that Ofsted uses the term 'Disadvantaged Pupils' for what we will refer to in our strategy as Pupil Premium (PP) children, because we recognise that not all children in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33, 063
Recovery premium funding allocation this academic year	£3915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,978

Assessment headlines

2019 Published data:				
End of KS2	St Barnabas CE Primary Academy		National	
	PP (3)	NPP (27)	PP	NPP
Reaching expected standard in Reading	33% (1/3)	85%	62%	78%
Reaching expected standard in Writing	33% (1/3)	85%	68%	83%
Reaching expected standard in Mathematics	33% (1/3)	89%	67%	84%
Reaching expected standard in R, W & M	33% (1/3)	81.5%	51%	71%
2021 School's own estimated data:				
End of KS2	School		National (2019)	
	PP	NPP	PP	NPP
Reaching expected standard in Reading	71.4% (5/7)	85%	62%	78%
Reaching expected standard in Writing	86% (6/7)	75%	68%	83%
Reaching expected standard in Mathematics	100 (7/7)	80	67%	84%
Reaching expected standard in R, W & M	71.4% (5/7)	70%	51%	71%

2019 Published data:				
End of KS1	School		National (2019)	
	PP (2)	NPP (28)	PP	NPP
Reaching expected standard in Reading	100% (2/2)	85.7%	62%	78%
Reaching expected standard in Writing	50% (1/2)	82.1%	55%	73%
Reaching expected standard in Mathematics	50% (1/2)	89.3%	62%	79%
Reaching expected standard in Phonics	100% (2/2)	92.6%	71%	84%
2021 School's own estimated data:				
Reaching expected standard in Reading	75% (3/4)	88%	62%	78%
Reaching expected standard in Writing	50% (2/4)	76%	55%	73%
Reaching expected standard in Mathematics	100% (4/4)	76%	62%	79%
Reaching expected standard in Phonics	100% (4/4)	95% (20/21)	71%	84%
2019 Published data:				
End of EYFS (2012 framework)	School		National (2019)	
	PP	NPP	PP	NPP
Reaching expected standard in GLD	83.3%	73.7%	62%	71.8%
Reaching expected standard in Literacy	83.3%	78.9%	59%	76%
Reaching expected standard in Maths	100%	73.7%	66%	82%
2021 School's own estimated data: (2020 EYFS early adopter curriculum)				
Reaching expected standard in GLD	66.7%	60.0%	n/a	n/a
Reaching expected standard in Reading	66.7%	60.0%	n/a	n/a
Reaching expected standard in Writing	66.7%	60.0%	n/a	n/a
Reaching expected standard in Number	83.3%	76%	n/a	n/a

Pupil Premium Strategy

Statement of intent

At St Barnabas CE Primary Academy our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged and vulnerable children to achieve that goal, including progress for those who are already high attainers.

We aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) children. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective PP strategy we have developed an in-depth understanding of the challenges that our disadvantaged children are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

St Barnabas has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium children in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving

quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Likely Challenges (Likely barriers to achievement)

This details the likely key challenges or barriers to achievement that we have identified among our Pupil Premium children.

Challenge number	Detail of challenge
1	Communication and language skills - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Social, emotional and behavioural needs- Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, due to a lack of enrichment opportunities and limited socialising with others during school closures. These challenges particularly affect disadvantaged children, including their attainment.
3	Phonics and reading- Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
4	Lower attendance - Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria
Improved oral language skills and vocabulary among Pupil Premium children. (1)	Assessments and observations indicate significantly improved oral language among Pupil Premium children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among Pupil Premium children. (2)	<ul style="list-style-type: none"> ● All PP children will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps during Year 2. ● Apart from those with SEND, all PP children will pass the phonics screening by the end of Year 2. ● KS2 reading outcomes in 2024/25 show that more than 75% of PP children met the expected standard.
To achieve and sustain improved wellbeing for all children in our school leading to increased confidence and resilience , particularly our Pupil Premium children(3)	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from children's voice, children and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among PP children <p>The frequency of teachers identifying social and emotional needs as barriers to learning will decrease by 50% by July 2024.</p>
To achieve and sustain high attendance for all children, particularly our PP children. (4)	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall attendance rate for all children being over 96% and the attendance gap between PP children and non-PP children being reduced by 1%. ● the percentage of all children who are persistently absent being below 8% and the figure among PP children being no more than 2% lower than their peers.

Part A: Activity in this academic year (2021-22)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to overcome the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £12,500

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Continuous Professional Development (1,2) High quality teaching for all. Purchase of standardised diagnostic assessments. (PIRA and PUMA) Training for staff to ensure assessments are interpreted and administered correctly Estimated costs: Diagnostic assessments- £3500 Training in diagnostic assessments- £500 Kickstart Admin Assistant to input all assessments- £500</p>	<p>EEF states that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>Diagnostic assessments allow for clear understanding of gaps in knowledge and understanding in reading and maths for each child. Teacher's planning can be adapted to close gaps along with targeted interventions.</p> <p>March 2022 update:</p> <p>July 2022 update:</p>

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Phonics Bug) (2)</p> <p>Estimated costs: Phonics Bug materials - £2000 Phonics Bug books- £2000 Release time and training for phonics leader & KS1 staff- £1000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF EEF- Improving literacy in KS1</p>	<p>All children in EYFS & KS1 are taught phonics with the same systematic synthetic phonics programme- Bug Club leading to higher numbers of children reaching expected standard in phonics screening check in Year 1 and reading expected standard in Year 2.</p> <p>March 2022 update:</p> <p>July 2022 update:</p>
<p>Growth mindset workshops for children and staff training- (3)</p> <p>Estimated costs: Growth mindset training- £3000</p>	<p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>EEF- Social and emotional learning</p>	<p>To develop a positive mindset, increase confidence and resilience in staff and children</p> <p>March 2022 update:</p> <p>July 2022 update:</p>

Intentions for 2022-24 – Teaching

During this period we will:

- Further use diagnostic assessments to allow for clear understanding of gaps in knowledge and understanding in reading and maths for each child.
- Ensure that all children in EYFS & KS1 are taught phonics with the same systematic synthetic phonics programme- Bug Club leading to higher numbers of children reaching expected standard in phonics screening check in Year 1 and reading expected standard in Year 2.
- Further develop a growth mindset and explore metacognition strategies through further CPD and workshops for children

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2022.

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

Approximate budgeted cost: £ £6100 + £3915 recovery premium for tutoring

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Oral Language Intervention (1)</p> <p>WELLCOMM Speech and Language Assessment and Interventions</p> <p>Estimated costs: WELLCOMM programme- £150</p>	<p>WELLCOMM is an oral language intervention programme. On average, oral language interventions have a high impact on pupil outcomes. EEF evidence have found that communication and language interventions have been found to have an average impact of +6 months progress.</p> <p>EEF- Communication and language EEF-Oral Language Interventions</p>	<p>Average gain for PP pupils completing the course – 3 months; 60% of these pupils making >5 months progress in 20 weeks.</p> <p>March 2022 update:</p>

<p>TA wages to deliver WELLCOMM intervention- £3000</p>	<p>EEF- Improving literacy in KS1</p>	<p>July 2022 update</p>
<p>Phonics (1,3) Structured daily synthetic phonics programme - 'Phonics Bug'. Focused phonic teaching and intervention approaches to be used to ensure any gaps in learning are closed quickly.</p> <p>Estimated costs: Phonics Intervention TA wages- £1750</p>	<p>Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes such as 'Phonic Bug' having a higher impact.</p> <p>Phonics- EEF EEF-Teaching assistant interventions</p>	<p>All children except those with SEND to achieve above national average expected standard in phonics screening check in Year 2.</p> <p>Gaps in phonics learning to be closed between PP and non-PP children.</p> <p>March 2022 update:</p> <p>July 2022 update:</p>
<p>Shine Interventions in reading and maths based on outcome of PIRA and PUMA assessments</p> <p>Estimated cost: Shine intervention- £700 Dyslexia Screening-£500</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF-Reading comprehension strategies EEF-Teaching assistant interventions</p>	<p>Gaps in reading and maths are closed between PP and non-PP children</p> <p>March 2022 update:</p> <p>July 2022 update:</p>
<p>Tuition (1, 2,3)</p> <p>In school tuition - local tutoring company to deliver 1 to 3 tutoring for 1 our a week for 15</p>	<p>Evidence from the EEF shows that small group tuition is effective, with an average impact of +4 months additional progress over the course of a year. The tuition is most effective when targeted at children's specific needs. Therefore, effective diagnostic</p>	<p>More than 90% of PP children will make the expected level of progress in all curriculum areas.</p> <p>March 2022 update:</p>

<p>weeks. 24 children identified- mainly PP children.</p> <p>24 children x £18 x 15 = £6480</p> <p>National Tutoring Programme - Estimated cost: (using recovery premium to top up tutoring £3915)</p>	<p>assessment is essential. Although small groups (2- 5 pupils) are most effective, evidence suggests, the quality of teaching in small groups may be as, or more important than, the precise group size. It is also important to consider the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.</p> <p>EEF- Small group tuition</p>	<p>July 2022 update</p>
<p>Intentions for 2022-24 – Targeted academic support</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Continue to fund the WELLCOMM programme • Sustainably continue tutoring PP pupils where necessary • Further develop our use of Phonics Bug, and look for a Y3 / Y4 extension to the programme to maintain progress for PP children <p><i>These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2022.</i></p>		

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

Approximate budgeted cost: £14,500

Activity	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Improve attendance (4)</p> <p>Monitor attendance and implement identified strategies.</p> <p>Estimated cost: Kickstart Admin Assistant wage- £500</p>	<p>The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>An effective remote learning policy is in place, in the event of a child requiring to access remote learning due to the COVID-19 pandemic.</p>	<p>PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term.</p> <p>March 2022 update:</p> <p>July 2022 update:</p>
<p>Developing social and emotional learning. (2)</p> <p>Embed social and emotional learning into the school culture. Trained ELSA's deliver emotional literacy support where needed and all staff to provide nurture support.</p> <p>Estimated cost: ELSA support staff- £4000</p>	<p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult</p>	<p>More than 90% of PP children will make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease. Weekly logged negative behaviour incidents on My Concern reduce by 50% by July 2022.</p> <p>March 2022 update:</p>

	<p>outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>EEF- Social and emotional learning</p>	<p>July 2022 update:</p>
<p>Improved levels of confidence in public speaking and drama (1 & 2)</p> <p>Wellbeing Wednesdays- Junior Jam teachers delivering specialist lessons in computing, music and performing arts Estimated cost:- £8000</p> <p>Educational Visits and enrichment contributions to support parents who aren't able to afford education visits to outdoor and adventurous activities and London where there are a wealth of cultural capital opportunities Estimated cost:- £2000</p>	<p>The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF-Arts Participation</p>	<p>Children's confidence will be increased across the curriculum and in their own ability</p> <p>Subject leaders also have further release time to undertake research and monitoring in their subject, therefore leading to raised standards across the curriculum and increased well-being</p> <p>All children are able to access educational visits which leads to increased levels of confidence in and personal development</p> <p>March 2022 update:</p> <p>July 2022 update:</p>

Intentions for 2022-24 – Wider strategies

During this period we will:

- Aim to move PP attendance to 96% by extending and improving attendance programmes
- Continue to promote wellbeing in Wellbeing Wednesday sessions and through enrichment opportunities

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section by July 2022.

Total budgeted cost: £ £37,015

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.

Targets from the previous pupil premium strategy were partially met, due to the Covid-19 pandemic school closures and restrictions. The targets were as follows:

- **To achieve above national average expected standard in phonics screening check-** 100% met expected which is much higher than national average of 71% for PP children.
- **Achieve national average progress scores in KS2 Reading, Writing and Maths- See above data-** all PP children above national in all three areas. Need to focus on closing the gap in reading between PP and non-PP children. Outperformed non-PP children in maths and writing.
- **Improved levels of confidence in public speaking and drama-** Partially met due to school closures but increase in confidence seen in many PP children through performing arts and enrichment opportunities.
- **To improve attendance of disadvantaged pupils to Trust target (96%)**

PP children achieved 96.26% attendance for the Year 2020-21. This did not include Covid related absences.

The pupil premium lead, the senior leadership team, class teachers and teaching assistants worked closely with PP children and their families during school closures. Additional communication and resources were implemented. PP children who were identified as not engaging with remote learning effectively were recognised as 'vulnerable' and invited into school.

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

Service Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was spent on staffing to support pupils in a pastoral role.
What was the impact of that spending on service pupil premium eligible pupils?	Staff were able to address non-academic barriers to learning for these pupils.

Further information (optional)

We recognise that the impact of COVID-19 will be different for each school and that our school leaders are best placed to understand the needs of our school communities. Consequently, the right way to support our children will be informed by the professional judgment of teachers and school leaders. As a sustained response will be required, to compensate for the negative impact of school closures, the school will consider how to align chosen approaches with pupil premium spending and broader school improvement priorities.