



# St Barnabas

Church of England Primary Academy

A member of **CDARI**

## Pupil premium strategy statement 2020-23

### School overview- 2020-21

Metric	Data
School name	St Barnabas CE Primary Academy
Pupils in school	204
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£37,980
Academic year or years covered by statement	2020-23
Publish date	October 2020
Review date	October 2021
Statement authorised by	Becky Ham
Pupil premium lead	Becky Ham
Governor lead	Jen Frankish

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No formalised testing due to Covid 19
Writing	
Maths	

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No formalised testing due to Covid 19
Achieving high standard at KS2	

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 23
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 23

Progress in Mathematics	Achieve national average KS2 Mathematics progress score	July 23
Phonics	Achieve above national average expected standard in phonics screening check	July 23
Other	Improve attendance of disadvantaged pupils to Trust target (97%) Improved levels of confidence in public speaking and drama	July 23

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Excellent teaching in all year groups to ensure PP children are progressing and achieving at least National average and gaps from lockdown plugged. • Quality first teaching- All pupils are entitled to challenging and engaging lessons. Effective teaching monitored throughout the year Staff training on growth mindset and metacognition to support own wellbeing and teaching and learning
Priority 2	Work with the maths hub to further develop Maths and ensure mastery reasoning is embedded consistently throughout school. ( White Rose)
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching strategies, interventions and resources.
Projected spending	£11,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Staff training to develop phonics, spellings and reading. Deploy teachers and TAs to ensure children are taught phonics and reading in small groups. Ensure phonic resources are available and used to deliver the sessions.
Priority 2	Establish small group same day maths interventions for disadvantaged pupils falling behind age-related expectations Extra TA hours to deliver interventions.

	To improve attainment in times tables and monitor progress through data tracking: Times table Rock stars-Home and school Additional arithmetic sessions in the Recovery Plan
Barriers to learning these priorities address	Below average 'ready for school' skills on entry in EYFS. Below average attainment for some children in Reading, Writing and Mathematics due to school closures and lockdowns
Projected spending	£ 15,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Monitoring and supporting parents with attendance.
Priority 2	Subsidising residential trips so all children are included.
Priority 3	Junior Jam to deliver specialist music, computing and performing arts as part of Wellbeing Wednesdays to support wellbeing and develop confidence in public speaking and oracy
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils Improving mental health and well being for the most disadvantaged pupils- Low self-esteem, limited social and emotional skills. Enhancing the life experiences of children our disadvantaged pupils
Projected spending	£12,000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support other teachers and enough time in curriculum to enable all subjects to be taught for recommended time each week	Maths lead working with teachers and TAs to model lessons, team teach and train with mastery method of delivering Maths

Wider strategies	Engaging the families facing most challenges	<p>Providing a tiered system of support for families and children.</p> <p>Working closely with other professionals</p> <p>Introduce and implement school and home action plans for individual pupils working closely with the parents</p> <p>Support from Family Liaison</p>

### Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2019 to 2020 based on in year data. Most disadvantaged children in school during lockdown. On track towards aim.
Progress in Mathematics	Steady improvement since last year. Continue to focus on mastery across the school, to ensure we meet the aim.
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training.
Attendance  Mental Health and Wellbeing	<p>Improvement in attendance since last year.</p> <p>All children classed as vulnerable had been invited into school during the Covid-19 period. Any vulnerable children who did not attend school have had either daily, twice weekly or weekly calls from the Family Liaison or class teachers (following the RAG rated system from the LA). This was during the Spring and Summer term.</p>