

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Great Harwood St Bartholomew's CE Primary School
Number of pupils in school	191 + 16 nursery
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers (Reviewed yearly)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Irvine
Pupil premium lead	Joanna Owen
Governor / Trustee lead	Mrs Deb Campbell.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63525
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch up funding	£6400
Total budget for this academic year:	£77,465

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

At St Bartholomew's C of E Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

St Bartholomew's CE Primary School Key Priorities are:-

- **To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.** We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our family learning mentor and our pupil premium champion actively engaging with family to encourage and support good attendance in school.
- **To ensure that teaching and learning opportunities meet the needs of all of the pupils** By using the latest evidence based research on proven strategies that work, we can narrow the attainment gap meet the needs of our pupils. In line with the recommendations of the EEF's Pupil Premium Guidance, we adopt a tiered approach to Pupil Premium spending, allowing us to balance approaches to improving teaching, targeting academic support and supporting wider strategies to remove barriers to learning.
- **To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.** Almost 50% of our pupils in receipt of pupil premium have identified special educational needs and a number have been or are under the care of the Local Authority. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme. We have recently identified a small group of pupils who are not

making the progress we would expect, despite this intervention, and so our strategy for 2019-22 focuses on the needs of this group. Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school. Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age related expectation and matching the attainment of their peers including further increasing the rates of progress, where there is low prior attainment and gaps in learning due to school closure during pandemic

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups or pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Entry into EYFS indicates gaps in early language and communication skills
2	Majority of pupils eligible for PP in KS1 are not working at the year group expectation in writing and phonics
3	Reading attainment and progress of KS2 pupil premium children is not at expected levels despite interventions.
4	Remote learning has had a negative impact on the progress within writing across KS1 and KS2
5	The attendance and punctuality of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
6	A high number of pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.
7	There has been a considerable impact on children across school in respect of Covid and the need for children to move to remote learning. Reception intake 2021 · experience lockdown within their nursery years so have not been able to embed their learning in some areas as a result KS1 Children experienced lockdown in both EYFS/KS1 and experienced bubble closures as a result of positive cases in school, so haven't experienced a 'normal' school year since they started.

	Some children had limited support from parents with remote learning. · North west was significantly hit by Covid (with a death rate 21% higher than the England average, employment rate 19% higher than National average – Northern health Science Alliance)
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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
Progress in reading	Achieve national average progress scores in KS2 reading
Phonics	Achieve national average in PSC
Progress in writing	Achieve national average progress scores in KS2 writing
Greater depth in writing	Achieve national average progress scores for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 95% and that 98% of pupils attend on time.

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: £65491

Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
Training and support for teaching staff on strategies for assessment for learning, effective questioning and Freeing SLT to act as coach to staff. £25,396	Accurate assessment enables staff to maximise progress the children make. www.researchschool.org.uk The fundamentals of challenge – expectations and cognitive load' Jan 2019 'It would appear that when teachers expect students to do well, students tend to do well.'	Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress.	2,3,4

		Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)	
<p>All class teams aware of the PP children</p> <p>Allocated class TA support for all year groups, supporting quality first teaching across the curriculum.</p> <p>£13295</p>	<p>Diminish between PP/non due to timely intervention and quality first teaching,</p> <p>Making best use of teaching assistants Education Endowment Foundation EEF</p> <p>Sutton Trust – quality first teaching has direct impact on pupil outcomes</p> <p>Pupil Premium Guide Education Endowment Foundation EEF</p>	SLT monitoring of interventions in place alongside subject leaders and discussed within pupil progress meetings	2,3,4
<p>Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding</p> <p>£5000</p>	<p>Highly quality CPD, to ensure skilled and confident staff will see better progress from children.</p> <p>High Quality Teaching Education Endowment Foundation EEF</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	1,2,3,4,7
<p>Purchase a validated phonics scheme, with matching texts to fill in any gaps in our reading scheme, ensuring a consistent approach to the teaching of early reading and phonics, supported by a high quality reading spine.</p> <p>£1800</p>	<p>DfE/Ofsted/EEF reports evidence the impact on the teaching of high quality phonics/reading and attainment across the curriculum</p> <p>Preparing for Literacy Education Endowment Foundation EEF</p> <p>Improving Literacy in Key Stage 1 Education Endowment Foundation EEF</p>	Phonics/English/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.	2
<p>Employment of a SEN specialist teacher</p>	<p>Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF</p>	IEPs monitored by SEN specialist and SLT. Regular discussions	6

£8750		around progress and next steps for SEND children with specialist teacher and head teacher. CPD provided by specialist teacher to support class teachers and individuals.	
<p>Reading support for teachers, parents and pupils</p> <ul style="list-style-type: none"> • Parent workshops for reading for EYFS, KS1 and KS2 • Produce information leaflets and Early Reading/Phonics video for parents • Teacher training in Phonics • Development of library books – increased challenge and variety • Purchase of new books for extended borrowing • Online – E-books as additional reading books <p>£7,700</p>	<p>EEF identifies good evidence for improving teaching quality through CPD.</p> <p>EEF indicates moderate impact for phonics teaching (+4 months) and high impact for Reading comprehension strategies (+6 months).</p> <p>Working with parents to support children's learning Education Endowment Foundation EEF</p>	<p>Annual calendar of parental involvement (e.g. phonics, reading, maths, ICT workshops, assemblies, Learning and reporting Meetings)</p> <p>Parent class calendar of events/classes.</p> <p>Links with outside agencies where needed and support provided by our family liaison worker</p>	2,3,7
<p>Workshops for families – led by subject leaders/school staff/SENCO</p> <p>£2550</p>	<p>Subject specific workshops to support parents in helping their children with their learning</p> <p>Parent support sessions (Family Friday) – each half term to help the parents with supporting their child on their learning journey</p> <p>Re-introduce face to face meetings for parents of children with SEND – allow them time to share concerns and celebrate success</p>	<p>Annual calendar of parental involvement (e.g. phonics, reading, maths, ICT workshops, assemblies, Learning and reporting Meetings)</p>	1,2,3,4,6,7
<p>Release time for staff to enable them to lead their subject effectively at least once a term</p>	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>This is followed up during Staff meetings and INSET.</p>	<p>Subject leader reports submitted to SLT and governors half termly including data</p>	7

£1000	We are part of the English Hub and the LA Maths Hub.	Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £19200

Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
<p>Deliver personalised learning sessions targeting specific subjects. (Nessy, ipads, Neli, Bounce back, fast-track)</p> <p>Additional support staff across school. (All classes have TA, trained to HLTA level, Additional TA in EYFS)</p> <p>£19,200</p>	<p>In KS1 and in KS2, the SEN and disadvantaged children often work in small group supported activities. This is for both academic and social needs. The interventions are about filling gaps, deepening understanding and the other support groups are about pre-teaching particularly SEN children to ensure they are able to access the curriculum.</p> <p>“Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.” Teaching assistants Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF indicates moderate impact for digital technology (+4 months).</p> <p>Highly skilled support staff deliver quality targeted intervention to close gaps in attainment.</p> <p>EEF indicates moderate impact for small group tuition (+4 months) and within class attainment grouping (+3 months).</p>	<p>Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly POP meetings with SEND Co.</p> <p>Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.</p>	1,2,3,4,6
Engage parents in supporting their child with the areas in need of rapid improvement.	Providing parents with a copy of their child's knowledge organisers for each half term will give them knowledge and focus around what their child is learning in school. This is alongside their half termly homework project.	Annual calendar of parental involvement (e.g. phonics, reading, maths, ICT workshops, assemblies, Learning and reporting Meetings)	6,7

	<p>Parents meetings are held half termly to talk about individual progress and how parents can support this.</p> <p>Teacher2parents and class emails used for staff to relay other important information regarding specific child's learning needs.</p> <p>“Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research using data from the National Child Development Study (NCDS) to explore the effect of parents' involvement on achievement at 16 in English and Maths (and average grades across all public exams) found that very high parental interest is associated with better exam results compared to children whose parents show no interest.”</p> <p>https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf</p>		
<p>NELI training and implementation within EYFS</p>	<p>Early language development is crucial to further progress for individuals as they move through the school. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant. NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support. Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called Language Screen.</p> <p>Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.”</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	<p>Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly POP meetings with SEND Co.</p> <p>SLT monitoring of interventions in place alongside subject leaders and discussed within pupil progress meetings</p>	<p>1</p>
<p>Regular Speech and language intervention sessions (Talk Boost/ Early Talk Boosts) for target</p>		<p>Phonics/English/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.</p>	<p>1, 2, 3, 4, 6</p>

pupils across school, run by class TA's	Communication and Language is the highest area of need on our SEND register – research supports the effectiveness of the chosen strategies Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF		
Daily readers for all PP chn in each class and those who don't get support/read at home.			
Subscriptions to online/web based programs to support children at home (Bug Club phonics, purple mash, timestable rockstars)	Use of digital technologies – clear evidence to support technology at home for maths, English and phonics. Using Digital Technology to Improve Learning Education Endowment Foundation EEF Pupil Premium Guide Education Endowment Foundation EEF Working with Parents to Support Children's Learning Education Endowment Foundation EEF	Teachers to monitor children's participation weekly to ensure use. This is monitored by SLT and extra opportunities are made available in school to support if needed.	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 21,300

Activity	Evidence that supports this approach	Monitoring of actions	Challenge number(s) addressed
Continue to employ Family support worker, who has been employed to support families in school primarily those who are Pupil Premium. £7700	Dedicated person in role, who builds a trusted relationship with parents and provides the supported where needed, leading to better outcomes for all. Children trust WS and are confident to talk to her. Teachers also trust and have confidence in the work WS does and often refer to her for support for children in their classes Working with Parents to Support Children's Learning Education Endowment Foundation EEF	Regular meetings with head teacher to discuss interactions within families. Recording on CPOMs for monitoring and information purposes Termly HT report to the Governing Board	4, 7
School Attendance Officer supports families in school to increase attendance and punctuality. £3,600	School Attendance Officer supports families by rigorous attendance monitoring. Support is given to families to encourage increased attendance and punctuality via meetings and conversations with children and parents.	Regular meetings with head teacher to discuss interactions within families. Recording on CPOMs for monitoring and information purposes Termly HT report to the Governing Board	5

<p>Upgrading tablets/ipads used for home learning and in school</p> <p>£10000</p>	<p>As part of our Remote Learning Policy and preparation for any future forced school closures, we have 30 individual tablets to ensure each child is able to access online learning at home.</p> <p>These tablets are used in school as additional resources as well as used to support home learning.</p> <p>EEF indicates moderate impact for digital technology (+4 months).</p>	<p>A rich curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term)</p>	<p>7</p>
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Total budgeted cost:

Teaching (for example, CPD, recruitment and retention)

TOTAL £65491

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

TOTAL £19200

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

TOTAL £21,300

TOTAL	65491
	19200
	<u>21300</u>
	<u>105991</u>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

REVIEW OF STRATEGY 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- *Re-introduction to national tests this year – since COVID. Children have completed KS1 and KS2 SATs tests, phonics screening in year 1 and 2 and year 4 multiplication test.*
- To support all pupils, including PP children, assessment focus has been on using KLIP's/LAPs for each year group and through several professional dialogue meetings, which have been monitored and moderated robustly internally and monitored through pupil progress meetings termly.
- Through monitoring, headteacher, PP lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2021-22. Teachers have used a combination of assessment results and teacher assessments to accurately state where children within the class are currently working.
- Current assessments have then been used to inform this strategy document for the academic year 2022/23 ensuring the most seamless learning possible.
- Trips and experiences have been able to take place again this year. Including visits to:
 - Y6:** Robin Wood,
 - Y5:** Accrington Stanley move and learn, Yovik and church visit.
 - Y4:** Martin Mere. wow Victorian day and church visit
 - Y3:** Stump cross caverns, church visit and visitor in school to talk about the cotton industry.
 - Y2:** Fleetwood Museum
 - Y1:** East Lancashire railway, Freshwater theatre company
 - R:** Local area walk, Blackpool Zoo,

Some of these experiences and trips have been subsidised for FSM children. PTFA organised an end of year celebration disco for all children which was subsidised for PP

REVIEW OF STRATEGY 2022-23

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil premium children made good progress from their varying starting points;

- To support all pupils, including PP children, assessment focus has been on using KLIP's/LAPs for each year group and through several professional dialogue meetings, which have been monitored and moderated robustly internally and monitored through pupil progress meetings termly.
- Through monitoring, headteacher, PP lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2023-24. Teachers have used a combination of assessment results and teacher assessments to accurately state where children within the class are currently working.
- Family liaison worker and HT have continued to support pp parents in accessing additional support inc food banks, housing and meeting individual family needs.
- A high quality synthetic phonics scheme was purchased in 2021 staff are all trained, and phonics is now fully embedded across EYFS & KS1. 100% of our disadvantaged pupils passed the phonics screening test by the end of KS1.
- Staff have delivered a wide variety of interventions and booster groups to support children falling behind
- Funding for staff training and CPD has enabled teachers, teaching assistants & SNAs to support pupils well in the classroom.
- FSM children engaged in a range of cultural/ sporting activities – See separate personal development sheet
- Trips and experiences have been able to take place again this year. Including visits to:
 - Y6:** Robin Wood,
 - Y5:** Accrington Stanley move and learn, Yovik and church visit.
 - Y4:** Martin Mere. wow Victorian day and church visit
 - Y3:** Stump cross caverns, church visit and visitor in school to talk about the cotton industry.
 - Y2:** Kenyon Hall Farm
 - Y1:** Science and industry museum
 - R:** Local area walk, Blackpool Zoo, Beekeeper visit, Hindu mandir

Many of these experiences and trips have been subsidised for FSM children. PTFA organised several discos for all children which was subsidised for PP.

Externally provided programmes

Programme	Provider
X Tables Rockstars	TT Rockstars
NESSY	
S&L interventions - Talk Boost/ Early Talk Boost	LCC
Fasttrack/Bounce back phonics	LCC
Phonics Bug	Activelearn
Letterjoin	Green and tempest
Numbots	Maths circle