

St Bartholomew's C of E Primary School

Pupil Premium Strategy Statement 2019 – 2022

School Overview

| | |
|---|---|
| Total number of children on roll | 681 |
| Pupil premium pupils in school | 44% (298 children in total) Y6 - 58 Y5 - 55 Y4 - 50 Y3 - 44 Y2 - 37 Y1 - 29 Rec - 25 |
| Proportion of disadvantaged pupils | 44% |
| Pupil premium allocation this academic year (2019-2020) | £398,560 |
| Academic year or years covered by statement | 2019-2022 |
| Publish date | November 2019 |
| Review date | November 2020 |
| Statement authorised by | Jane Wainwright (Acting Headteacher) |
| Pupil premium lead | Lisa McCaffrey (Assistant Headteacher) |
| Governor lead | Wayne Ralley |

Disadvantaged Pupil Performance Overview for KS2 in 2019 (%)

| KS2 2019 9 children | School EXS+ disadvantaged | EXS+ national disadvantaged | Gap sch dis/ nat dis | EXS+ national not disadvantaged | Gap sch dis/ nat not dis |
|------------------------|------------------------------|--------------------------------|----------------------------|------------------------------------|--------------------------------|
| Reading | 52% | 61.9 | -9.9% | 78.1 | -26.1% |
| Writing | 62% | 67.7 | -5.7% | 83.2 | -21.2% |
| Maths | 52% | 67.2 | -15.2% | 83.7 | -31.7% |
| RWM | 40% | 51.2 | -11.2% | 70.8 | -30.8% |

Progress scores:-

| | all | dis |
|---------|-------|--------|
| Reading | +0.84 | +1.08 |
| Writing | +3.37 | + 4.62 |
| Maths | +0.99 | +1.51 |

Strategy Barriers and Aims for Disadvantaged Children

| Priority 1 - Ensuring quality first teaching - Cost = £250,000 | |
|--|---|
| Barrier / Aim | Activity |
| <p>Children would have more negative learning attitudes if the school used unfamiliar supply cover teachers.</p> <p>Consistency in behaviour and academic standards is vital for smooth, year on year progress for all children.</p> <p>Vulnerable learners benefit from having more staff and smaller groups.</p> | <p>7 additional, teachers are employed to ensure that every child's individual needs are met throughout school. This means that there is a tight management structure in each year group. Leaders provide model teaching and joint professional activity.</p> <p>Supply cover staff are not needed and this ensures consistently good behaviour and QFT.</p> |
| Priority 2 - Attendance - Cost = £10,000 | |
| Barrier / Aim | Activity |
| <p>Attendance 2018 -2019</p> <p>Many families live outside of the school's catchment area, some having to travel from across the city.</p> <p>Even though the persistent absent figure has reduced during the last two years, there are still some focus families who need support to get their children to school every day.</p> | <p>Use PP funds to pay for the Cluster Area Inclusion Officer to work with high tariff / PA families. Regular meetings are held with the AIO, to discuss situations for focus children.</p> <p>Attendance – the office staff monitor the overall attendance rates, but especially those children who are targeted due to low attendance or punctuality.</p> |
| Priority 3 – Speech, language and communication - Cost = £35,000 | |
| Barrier / Aim | Activity |
| <p>A significant number of children have low speech and language skills on entry to school, due to their lack of vocabulary, poor language and communication skills.</p> <p>Many children in EYFS struggle with their limited social interaction and heightened emotional needs. Appropriate interventions are needed to develop such skills.</p> | <p>A speech and language therapist is employed to work with children on early intervention programmes in EYFS, so that they are able to access learning.</p> <p>Improved communication skills and better quality interaction with peers and adults will make transition to Reception class and beyond easier.</p> <p>The Nursery Manager and Reception Phase Leader will liaise with the S&L Therapist regularly to ensure good progress is made towards targets.</p> |

Priority 4 – Behaviour and emotional well-being - Cost = £120,000

| Barrier / Aim | Activity |
|--|---|
| <p>Many children have difficulty conforming to school boundaries and high expectations of their behaviour.</p> <p>Often these children have low confidence and negative self-image, which requires a delicate balance between nurture and tight behaviour system.</p> <p>Some of these children find internal regulation a challenge and need help with emotional management.</p> | <p>Four additional behaviour mentors are employed to support children’s learning in class, so that they can access the whole curriculum and make good progress.</p> <p>The mentors will also devise bespoke behaviour interventions and also support programmes to help children who need support with their emotional wellbeing.</p> <p>A small minority of children sometimes need specialist support. The school works in partnership with cluster services and police where appropriate.</p> |

Priority 5 - Cost = £5,000

| Barrier / Aim | Activity |
|--|--|
| <p>Although the phonics screening results have improved significantly during the last two years, it is still below national figures.</p> <p>Some children struggle to transfer basic phonics knowledge and skills into reading and spelling during English lessons.</p> | <ul style="list-style-type: none"> - Support staff intervention before school - Use of Lexia individual reading programme - Regular assessment - Tracking information to show phonics achievement for all and focus children |
| Total spending | £445,000 |

Wider Support Strategies for Disadvantaged Children in 2019-2020

| Activities (describe barriers) | Actions and Impact |
|--|--|
| <p>Outings / day trips – many disadvantaged children lack the opportunity to access cultural and social experiences outside of their homes.</p> <p>KS2 Residential trips with outdoor, adventurous activities.</p> <p>Providing equal access (through subsidy) to such cultural capital for all children would also develop confidence and creativity in their learning at home and in later life.</p> | <p>See “St Bart’s Bucket List” document which outlines all the activities on offer throughout a child’s time at school.</p> <ul style="list-style-type: none"> - pupil questionnaires - behaviour records - children’s work in lessons - attendance data - Case studies following residential |

| Activities (describe barriers) | Actions and Impact |
|--|--|
| Some disadvantaged children do not get the chance to attend extra-curricular, after school clubs and activities | Provide equal access to: <ul style="list-style-type: none"> - after school clubs in areas including sports, art, music and computing - sports tournaments and competitions - school website detailing the range of activities including photographs of achievements - Extra-curricular achievements celebrated in school newsletters |

Ongoing Monitoring of Pupil Premium Spending

| Focus Area | Ongoing Impact & Evidence |
|------------------------------------|---------------------------|
| Priority 1 | |
| Priority 2 | |
| Priority 3 | |
| Priority 4 | |
| Priority 5 | |
| Wider, extra-curricular strategies | |

Strategy agreed on 21/11/19 Signed : *J Wainwright* (Head teacher)

Strategy annual review will be carried out in September 2020.