

St Bartholomew's C of E Primary School

Pupil Premium Strategy Statement 2021 - 2022

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
St Bartholomew's C of E Primary School	
Number of pupils in school	595
Proportion (%) of pupil premium eligible pupils	44.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Jane Wainwright
Pupil premium lead	Lisa McCaffrey
Governor / Trustee lead	Helen Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330 000
Recovery premium funding allocation this academic year	£30 000
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	£360 000

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF shows that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- 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 will allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

44.2% of the school population are classed and disadvantaged and receive the pupil premium funding. However there are a significant number of non-pupil premium children and families living in hardship who are not eligible for the grant.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and also nationally.
- For disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations by the end of Year 6. Then for these children to continue to thrive at high school and achieve well including attaining GCSEs in English and Mathematics.
- To raise aspirations for socially disadvantaged children so they are able to reach their full potential and prosper in their chosen future career.
- To promote a desire to engage in school life and attend every day.

Achieving The Objectives

The objectives will be achieved through the implementation of a range of provision which will include but may not be limited to:

- To provide small group work with an experienced teacher or TA focussed on overcoming gaps in learning,
- To employ additional staff such as a speech and language therapist, learning mentor and teacher to support identified children.
- 1:1 support where needed in areas such as speech and language and mental health.
- To subsidise educational visits and experiences which will ensure children have first hand experiences to use in their learning.
- Behaviour and nurture support to enable children to succeed in the classroom and make accelerated progress.
- Transition from primary to secondary education and internally.
- To purchase teaching and learning resources
- To develop musical opportunities.
- To support families with attendance and punctuality.
- To provide family support to ensure children come into school ready to learn.
- To provide a free play scheme places to ensure vulnerable families are supported including those with a social worker.
- CPD for staff to develop expertise in priority areas.

Challenges

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

Challenge number	Detail of challenge
1	Weak and limited language and communication skills – especially in the Early Years.
2	Significantly low attainment on entry into EYFS
3	Attendance and punctuality
4	Challenging family circumstances and lack of support at home.
5	Below average phonics and reading attainment – especially in EYFS and KS1
6	Mental health and well-being of both parents and children

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
Improved language and communication skills including increased vocabulary and ability to access the whole curriculum.	Improved progress data relating to language and communication of children at the end of EYFS Identified children make accelerated progress
Improved attainment in all core areas across school	More children at the end of EYFS, KS1 and KS2 will achieve national expectations and close the gap between PP and non PP children
Improved attendance	A decrease in persistent absences. To reach national average attendance data for all children – including disadvantaged. To improve the attendance and punctuality of identified families including those from other settings.
Increased family engagement	Established pastoral/ family support team in place. Vulnerable families receive targeted support. Increased parental engagement in support available

<p>Improved phonics and reading outcomes for children</p>	<p>Increase I children attaining expected standard in Phonics Screening check for all children including those who are PP. Increase in KS1 reading results for all children including those who are PP. Increase in KS2 reading results for all children including those who are PP. Increase in the number of children on age appropriate reading books for their age.</p>
<p>Mental health issues in both parents and children are identified and support provided</p>	<p>Identified staff trained in both adult and children's mental health. Cluster support utilised. Identified roles in school established and developed. Improved attendance. Improved outcomes.</p>

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: **£116,373**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing:</p> <ol style="list-style-type: none"> 1. Experienced TA to support the teaching and learning in phonics. (£21,800) 2. Learning mentor (£2,500) 3. Additional teacher to enable 'Catch Up' in KS1 (£10,800) 4. Additional TAs for EYFS (£6,600) 	<p>On Entry to Reception most children have low language and communication skills. In Reception 38% of children are classed as disadvantaged. 78% of these children are not on track to meet age related expectations – with 29%% working significantly below.</p> <p>There are 54% of pupil premium children who are not on track for end of year expectations in communication and language.</p> <p>Due to poor socio-economic circumstances and having a disadvantaged upbringing children do not have the breadth of vocabulary, knowledge and skills compared to 'typical' Reception children.</p> <p>67% of Year 2 children attained the expected standard on the Autumn Phonics Screening check – therefore many children still have gaps in their phonetical awareness. 67% of the 24 children who did not reach the expected standard are pupil premium.</p>	1 2 5
Purchase of a new reading scheme in EYFS and KS1.(£8,500)	Following Local Authority Audit and OFSTED inspection in 2019 the school was advised to redevelop the EYFS and KS1 reading scheme to ensure books could be matched to children's phonics ability.	1 2 5
Purchase and subscription to a new phonics scheme to enable consistency in the teaching and learning in phonics and early reading. (£2,000)	See phonics Data above	1 2 5
Use of Service Level Agreement to provide CPD for staff in reading and phonics. (£4,595)		1 2 5
Improving language and communication	On Entry to Reception most children have low language and communication skills. In Reception 38% of children are classed as	1 2

through NELI in EYFS. (£3,780)	disadvantaged. 78% of these children are not on track to meet age related expectations – with 29%% working significantly below. There are 54% of pupil premium children who are not on track for end of year expectations in communication and language.	
Staff CPD in priority areas. (£20,000)	Teaching and Learning needs to be developed in identified areas such as reading and phonics. These areas have been identified in lesson observations, audits and learning walks. Staff have requested further training in whole class reading and phonics. Attainment is below the national average for PP children when compared to similar pupils.	1 2 3 4
Additional SENCO day to support identified children (£11,000)	50% of SEND children are classed as pupil premium, another 12% are identified as vulnerable. These children require additional support in both academic and nurture interventions. The SENCO provides specific guidance to both class teachers and TAs in order to ensure both quality first teaching and effective interventions.	1 2 4 5 6
ICT technician and resources to support families with home learning during pandemic and who are isolating due to Covid. (£14,800)	A considerable number of families did not have access to devices or have the necessary ICT skills to support their children with home learning. To ensure that children were able to access home learning effectively bespoke support was provided to many families.(over 200 children loaned devices 2020-21) This form of support is to continue to be on offer to children who are isolating.	4 5 6
Subsidised educational visits and to enable children to have wide range of first hand experiences to develop their learning. (£10,000)	Lack of opportunities and first hand experiences for vulnerable children hinders their access to learning in all curriculum areas. The school's broad and balanced curriculum ensures that all children have access to meaningful and engaging experiences despite their financial circumstances.	1 2 4 5 6

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

Budgeted cost: £75,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time Speech and Language Therapist to	On Entry to Reception most children have low language and communication skills. In Reception 38% of children are classed as disadvantaged.	1 2 5

provide targeted support for identified pupils. (£37,000)	78% of these children are not on track to meet age related expectations – with 29% working significantly below. There are 54% of pupil premium children who are not on track for end of year expectations in communication and language. Due to poor socio-economic circumstances and having a disadvantaged upbringing children do not have the breadth of vocabulary, knowledge and skills compared to 'typical' Reception children.	
Purchase of resources to support Rapid Phonics intervention. (£1,166)	67% of Year 2 children attained the expected standard on the Autumn Phonics Screening check – therefore many children still have gaps in their phonetical awareness. 67% of the 24 children who did not reach the expected standard are pupil premium.	5
Additional resourcing for EYFS and KS1 to further promote new curriculum development. (£5,000)	Local Authority learning walks and lesson observations backed up the school's identification of further enhancements required to embed the new EYFS curriculum effectively in the outdoor area. Many children entering KS1 are still working on the Early Years curriculum and therefore require a more provision based approach.	1 2 5 6
Behaviour mentor to support identified children. (£25,000)	The social and emotional mental health of children suffered during lockdown for many children living in deprivation. They were less supported at home and had little stimulus and guidance with their home learning. On returning to school there was a great need for 'nurture' interventions and support to help rebuild resilience and self-regulation.	4 6
Commander Joe's to promote resilience and attitudes to learning for children (£7,000)		

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

Budgeted cost: **£170,055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of pastoral team staff to support vulnerable families. (38,930 and £24,775 = £63,705)	62 families have social care/ other agency involvement and 84% of these are pupil premium. In addition 41 more pupils are vulnerable and 91% of these are pupil premium	3 4 6
Office administrator to support with attendance. (£26,000)	School attendance figures are on the rise and are higher than the current National average but only due to the rigorous systems the school has in	3

School minibus to support attendance and curriculum opportunities – hire, training and staffing. (£7,000)	place. There is a higher number of persistent absences compared to the national figure. 17.12% PA and 62% of these are pupil premium.	3 4 6
Free play scheme places for identified children including those with a social worker. (£2500)	There is a lack of opportunities for many vulnerable children within their home environment. The school is in an area of high deprivation and many families need additional support – especially in the holidays.	4 6
Free and subsidised breakfast club places. (£13,000)	The poor physical health of some vulnerable children means they often do not have access to a healthy breakfast and come to school hungry.	3 4 6
Subsidised after school club places (£15,000)	We have many low income families who are classed as vulnerable and could not afford other childcare providers. 25% of places are reserved for pupil premium children.	3 4 6
CPD for identified staff to develop roles as children’s mental health first aiders (£600)	A large number of families (62) have social care/ other agency involvement. 84% of these are pupil premium. Many of these children require support with their emotional mental health. Due to the effects of lock down many vulnerable children have returned to school needing support with resilience and self-regulation.	4 6
Musical opportunities to ensure that targeted children learn how to play an instrument. (£1,050)	Many vulnerable children do not have the opportunity to learn an instrument at home. This is valuable in developing their love of the arts and to support in their emotional mental health and well-being.	4 6
Cluster services to support identified children and families. (£39,000)	15 families are currently receiving support from the cluster and 73% of these are pupil premium.	3 4 6
Free milk for all Pupil Premium children. (£2,200)	The school’s locality has been identified as an area of high poor oral health. The new EYFS curriculum has a emphasis on the importance of supporting children and families in promoting good oral health.	6

Total budgeted cost: £361,594

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.

The impact of Covid-19 was significant in the attainment and progress of vulnerable children. Many of the activities outlined in the PP Strategy Statement were hindered or unable to have the desired impact. However, there were still successes – see below:

- Additional staffing allowed for flexibility and small bubble sizes to enable many vulnerable children to attend school during the lockdowns.
- The speech and language therapist continued targeted support for children who were in school and provided bespoke programmes for home learning.
- Use of behaviour mentors to provide a ‘Learning Bus’ for vulnerable families who chose to keep children at home.
- Family Support / Pastoral Team supported many vulnerable families through weekly safeguarding and support visits, delivery of food and home learning packs and well-being walks with targeted children.
- Breakfast club and after school club still used to support families – even during lockdown for targeted children.

Due to the impact of Covid-19 on school closures, there is no assessment data for summer 2021. Therefore below is the validated data from 2019, which was the last time children were formally assessed using statutory assessments.

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

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
TT Rockstars	
Microsoft Teams	

Service pupil 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

N/A