

St Bartholomew's C of E Primary School

Pupil Premium Strategy Statement 2022 - 2023

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
St Bartholomew's C of E Primary School	
Number of pupils in school	547
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
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:	£375 839
Recovery premium funding allocation this academic year:	£35 960
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:	£411 799

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.

42% 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 provide additional speech and language support for identified children.
- Additional support staff such as behaviour mentors, learning mentors and SEND TAs.
- To provide additional support in EYFS.
- 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 oracy skills through drama.
- 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, reading and maths attainment – especially in EYFS and KS1.
6	High number of children with significant SEND.
7	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 in 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>To identify and address the needs of children with complex SEND needs.</p>	<p>Children are safe and happy in school and make appropriate progress.</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: **£178 780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing:</p> <ol style="list-style-type: none"> 1. EYFS Leader to be non-class based for a year to support development in EYFS. (£25 000) 2. Learning mentor . (£30 000) 3. Additional teacher to enable 'Catch Up' in KS1. (£38 000) 4. Additional TAs for EYFS. (£12 000) 5. Additional SEND TAs to support in our inclusive provision. (£25 000) 	<p>On Entry to Reception most children have low language and communication skills. In Reception 23% of children are classed as disadvantaged. 76% of these children are not on track to meet age related expectations – with 30% working significantly below.</p> <p>There are 61% of pupil premium children who are not on track for end of year expectations in communication and language.</p> <p>DFE recovery programme in Autumn 2022 has identified areas of provision that need developing to support children's learning and communication skills.</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' peers.</p> <p>Data from the end of KS1 is still well below national with only 34% of the year group attained the expected standard in reading, writing and maths combined. 24% of pupil premium children attained expected standard in RWM combined.</p> <p>Phonics screening data for year 1 is significantly below national at 62% with 53% of pupil premium children achieving the expected standard.</p> <p>20 children in school who have significant SEND needs which require high adult to child ratio of support.</p>	1 2 5 6
Expansion of a new reading scheme in EYFS and KS1. (£8 000)	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	See phonics Data above.	1 2 5

enable consistency in the teaching and learning in phonics and early reading. (£2,000)	A reading deep dive in June 2022 identified the school was doing a good job in expanding its reading provision and should continue to develop this.	
Training for staff in EYFS and KS1 on the new phonics scheme. (£3000)		1 2 5
Improving language and communication through NELI in EYFS. (£3,780)	See reception data above.	1 2
Staff CPD in priority areas. (£3000)	Teaching and Learning needs to be developed in identified areas such as reading, phonics and maths. 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. Time to be given to curriculum leaders in order to support their CPD and subject development.	1 2 3 4 5
SENCO time to support identified children (redistribution of rolls). (£14 000)	44% of SEND children are classed as pupil premium, another 15% 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 7
Subsidised educational visits and to enable children to have wide range of first hand experiences to develop their learning. (£15 000)	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 7

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

Budgeted cost: **£107 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time Speech and Language Therapist to provide targeted	See reception data above. Due to poor socio-economic circumstances and having a disadvantaged upbringing children do not have the breadth of vocabulary, knowledge	1 2 5 6

support for identified pupils. (£37,000) Purchase of speech assessment resources. (£3000)	and skills compared to 'typical' Reception children. Recent research on the impact of Covid on children in KS1 has identified that many children have significantly delayed speech, language and communication skills.	
Additional resourcing for EYFS and KS1 to further promote new curriculum development. (£12 000)	Local Authority learning walks, lesson observations and DFE recovery programme backed up the school's identification of further enhancements required to embed the new EYFS curriculum effectively in the outdoor areas. Many children entering KS1 are still working on the Early Years curriculum and therefore require a more provision based approach.	1 2 5 6
Provide additional tutoring for children at risk of falling behind. (£30 000)	Many children from disadvantaged home lives were impacted by the pandemic and were not well supported at home with their learning. Many of these children continue to require further support with their learning. See end of year report on tutoring submission for numbers.	1 2 4 5
Behaviour mentor to support identified children. (£25,000)	The social and emotional mental health of children living in deprivation continues to be an issue within school. For these children there is a great need for 'nurture' interventions and support to help rebuild resilience and self-regulation. The school lies in the top 5% in all areas of deprivation. See Ian Stokes report – demography and school context.	4 7

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

Budgeted cost: **£137 270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of pastoral team staff to support vulnerable families. (£39 229 and £25 441 = £64 670)	A significant number of children have social care/ other agency involvement and 85% of these are pupil premium.	3 4 7
Office administrator to support with attendance. (£12,000)	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 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
School minibus to support attendance and curriculum opportunities – hire, training and staffing. (£7,000)		3 4 7

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 7
Free and subsidised breakfast club places and the free bagel scheme. (£14,800)	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 7
CPD for identified staff to develop roles as children's mental health first aiders (£1000)	A significant number of children have social care/ other agency involvement and 85% of these are pupil premium.	4 7
Cluster services to support identified children and families. (£31,000)	29 children are currently receiving support from the cluster and 79% of these are pupil premium.	3 4 7
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 an emphasis on the importance of supporting children and families in promoting good oral health.	7
School to provide free PE T-shirts for children and stack for uniform bank. (£1100)	Increase cost of living crisis is having an impact upon many families, often children come to school dressed in inappropriate PE kit or uniform. There has also been an increase in the amount of parents asking the school for support with uniform.	7
Provide library facilities to ensure children have access to books at home. (£25 000)	Many of our children do not have access to suitable books at home. Families do not access local library facilities – 2021 survey showed that less than 2% had visited a library to borrow a book.	1 2 4 7

Total budgeted cost: £423 050

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 2021 to 2022 academic year.

The long term impact of Covid-19 continues to affect the attainment and progress of our children – especially the most vulnerable.

. However, there were still successes – see below:

- Additional staffing allowed for interventions and targeted support.
- The speech and language therapist continued targeted support for children.
- Use of behaviour mentors to support vulnerable children in school.
- Family Support / Pastoral Team support vulnerable families with the following: attendance, uniform, benefit claims etc.
- Breakfast club and play schemes are used to support targeted children.
- Rise in attainment at GLD at the end of EYFS.
- Phonics screening results for children in Year 2 were higher than Leeds and only 1% below national. 86% of Year 2 children entered KS2 at the required standard in phonics.
- Despite not reaching the expected 96% target, the school's attendance was still higher than national average for 2021 – 2022.
- A high number of families received support – including mental health and well-being support and guidance.

There is no validated assessment data for summer 2022. Therefore below is the validated data from 2019. End of KS2 assessments from 2022 are being used by school for internal purposes to support specific children.

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
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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
Essential Letters and Sounds	Knowledge Schools Trust
NELI (Nuffield Early Language Intervention)	Nuffield

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