

# St Bartholomew's C of E Primary School

## Pupil Premium Strategy Statement 2020 – 2023

### School Overview

Total number of children on roll	629
Pupil premium pupils in school	39.9% (251 children in total) Y6 - 43 Y5 - 47 Y4 - 45 Y3 - 37 Y2 - 26 Y1 - 27 Rec – 19 N - 7
Proportion of disadvantaged pupils	39.9%
Pupil premium allocation this academic year (2019-2020)	£331 780
Academic year or years covered by statement	2020-2023
Publish date	September 2020
Review date	September 2023
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 (%)

Due to the impact of Covid-19 on school closures, there is no assessment data for summer 2020. Therefore below is data from the previous year

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
<b>Reading</b>	52%	61.9	-9.9%	78.1	-26.1%
<b>Writing</b>	62%	67.7	-5.7%	83.2	-21.2%
<b>Maths</b>	52%	67.2	-15.2%	83.7	-31.7%
<b>RWM</b>	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 = £200,000	
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><b>Additional, teachers</b> 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><b>Attendance 2018 -2019</b></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. Approximately 3 hours per day for office administrator to manage attendance.</p> <p>Family Support Leader and Family Support Worker to support vulnerable families in ensuring children attend school every day.</p>
Priority 3 – Speech, language and communication - Cost = £35,000	
Barrier / Aim	Activity
<p>A significant number of children have low <b>speech and language</b> 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>SLT provides 1:1 sessions with targeted children across school.</p>

**Priority 4 – Behaviour and emotional well-being - Cost = £100,000**

<b>Barrier / Aim</b>	<b>Activity</b>
<p>Many children have difficulty conforming to school boundaries and high expectations of their <b>behaviour</b>.</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><b>Additional learning and behaviour mentors</b> 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/ nurture interventions and support programmes to help children with their mental and emotional wellbeing.</p> <p>Family Support Leader provides bespoke support to children and families with their emotional and mental well-being.</p> <p>A small minority of children sometimes need specialist support. The school works in partnership with cluster services and police where appropriate.</p>
<b>Total spending</b>	<b>£345,000</b>

**Wider Support Strategies for Disadvantaged Children in 2019-2020**

<b>Activities (describe barriers)</b>	<b>Actions and Impact</b>
<p><b>Outings / day trips</b> – many disadvantaged children lack the opportunity to access cultural and social experiences outside of their homes.</p> <p><b>KS2 Residential trips</b> 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"> <li>- pupil questionnaires</li> <li>- behaviour records</li> <li>- children’s work in lessons</li> <li>- attendance data</li> <li>- Case studies following residential</li> </ul>
<b>Activities (describe barriers)</b>	<b>Actions and Impact</b>
<p>Some disadvantaged children do not get the chance to attend <b>extra-curricular, after school clubs and activities</b></p>	<p>Provide equal access to:</p> <ul style="list-style-type: none"> <li>- after school clubs in areas including sports, art, music and computing</li> <li>- sports tournaments and competitions</li> <li>- school website detailing the range of activities including photographs of achievements</li> <li>- Extra-curricular achievements celebrated in school newsletters</li> </ul>

Activities (describe barriers)	Actions and Impact
<p>Provide children from disadvantaged backgrounds with a healthy breakfast to ensure they are ready for learning. <b>School subsidise Breakfast Club</b> for PP children.</p> <p>Many vulnerable children do not have breakfast at home and are tired and disengaged when they arrive in class.</p>	<p>See school's financial contribution (approx. £4000) to subsidised Breakfast Club places.</p> <p>Breakfast Club attendance records evidence PP children who take up this offer.</p> <p>Children are able to begin their school day in a positive way. They enter class ready to learn.</p>

### Ongoing Monitoring of Pupil Premium Spending

Focus Area	Ongoing Impact & Evidence
<p><b>Priority 1</b></p>	<p><b>October 2020</b> Due to the Covid-19 situation staff absences have been effectively managed using school staff.</p> <p>Effective whole school behaviour management system ensures consistency in expectations across school. Behaviour incidents are recorded and monitored by SLT. This ensures academic and behaviour standards are high.</p>
<p><b>Priority 2</b></p>	<p><b>October 2020</b> Office staff manage attendance daily and ensure ALL absences are followed up and a reason recorded. Family Support Leader and Family Support Worker make daily visits to ensure vulnerable families are supported and children attend school.</p>
<p><b>Priority 3</b></p>	<p><b>October 2020</b> Speech and Language Therapist now employed as a member of school staff. Their timetable in full and sessions are effective. Member of SLT in place to manage and monitor this provision.</p>
<p><b>Priority 4</b></p>	<p><b>October 2020</b> Behaviour and Learning Mentors are effectively deployed across school to support those most in need. Adjustments have been made since September to support children who are requiring further help with behaviour as a result of the long period of Lockdown. There are less incidents of negative behaviour being recorded as a result.</p> <p>Nurture groups are established and take place daily to support children with low self-esteem, poor communication skills and those who need help with self regulation.</p> <p>The use of the new sensory room has provided a safe and calming space for identified children, often supported by a Learning Mentor.</p>

<b>Priority 5</b>	<b>N/A</b>
<b>Wider, extra-curricular strategies</b>	<b>September 20</b> Continue to provide free BC places To start visits in the locality now we have 2 MB 'Bucket List' to be reviewed in spring in light of continued COVID restrictions

Strategy agreed on 30.9.20 Signed : *J Wainwright* (Head teacher)

Strategy annual review will be carried out in September 2021.