

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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
School name	St Bartholomew's C of E Primary
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	47 pupils ~ 24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	R Restall
Pupil premium lead	K Whitaker
Governor / Trustee lead	R Stubbs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,910
Recovery premium funding allocation this academic year	£2,393
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£55,303</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As a fully-inclusive school, all of our pupils are valued irrespective of their background or the challenges they face. We expect them to make the best possible progress and have the opportunities to flourish. Our Pupil Premium Strategy is designed to support all of our pupils, including those from disadvantaged circumstances, in order for them to achieve success.

Our staff know that their first teaching is of the highest importance. Therefore, high-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to provide a broad and deep curriculum that enables all pupils to make sustained progress alongside their peers.

A year on from the end of COVID-19 pandemic measures for schools, and the related issues, our strategy continues to fit within our wider school plans for recovery. This includes focused school-led tutoring, provided by our Deputy Head.

As the challenges for families and their children can change rapidly, our approach will aim to be responsive and flexible, meeting the children's needs as they arise. The approaches we have and will adopt, complement each other to engender pupils success. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and ensure that they have high expectations for all children

## Challenges

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

Challenge number	Detail of challenge
1	Lack of future aspirations/attitudes/ behaviour for learning/mental health
2	School context of deprivation: The majority of our pupils are in the bottom 50% most deprived areas, and a large proportion of our families eligible for pupil premium are facing social and economic challenges. Our school deprivation indicator (IMD) puts us within the 4th decile.

3	SEND/attainment on entry/mobility Currently, 14 of the 51 (27%) of the children eligible for PP have SEND
4	COVID-19: Over the course of the pandemic, engagement with home learning and school became very varied across our pupil premium families, with some PP children engaging well and some families struggling to engage, such as access to digital devices. There remain noticeable gaps in learning alongside the negative impact on the mental and physical wellbeing of some children and their families.
5	Pupils who are eligible for the Pupil Premium can have fewer wider opportunities than our children who are not eligible for PP
6	Low attendance, including lateness. 7 out of 51 pupils (14%) are persistently absent.

## 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
To improve attainment in reading, writing and maths across the school for pupils eligible for PP, including higher attaining disadvantaged pupils (narrow the gap.)	Most pupils eligible for PP make at least good progress from their starting points.
Continue to ensure that teaching, learning and assessment across the school is at least good and that this is having a positive impact on PP achievement in all classes, including higher attaining disadvantaged pupils.	Teaching, learning and assessment across the school will continue to be at least good over time ensuring that most pupils eligible for PP across the school make at least good progress from their starting points
Continue to improve children's mental health and wellbeing through the embedding of the We Eat Elephants resources across all classes, and the implementation of extra small group support, where appropriate, to ensure SEMH continues to be a high priority.	Pupils who are experiencing emotional and behavioural difficulties will be further supported through the WEE programme. This will ensure that safeguarding and behaviour are excellent across the school and the mental health and wellbeing of our pupils remains a high priority.
To improve the wider opportunities for all children including those eligible for PP.	Pupils eligible for the PP will take part in extra-curricular clubs and all children will take part in regular performances. This will help them to feel valued and part of the whole school community, raising their future aspirations.
To improve the attendance of all pupils, including those eligible for PP.	PP children have similar attendance and lateness to non-PP pupils.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement new Systematic Synthetic Phonics programme to ensure consistently strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	4
One-to-one, small group tuition.	Individual and smaller groups of pupils benefit from direct teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	3, 4
Breakfast Booster sessions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 4
Specific staff recruited to engage all pupils in PE throughout the school		1, 2, 5

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue annual online licence of Lexia, SPaG.com, Grammarsaurus, TimesTable	High-quality reading and maths interventions have a positive impact on pupils' language and number skills.	1, 2, 4

Rockstars/NumBots to improve reading, maths and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.		
Extra support for Year 6 pupils, including those with PP, in lead up to SATs	<p>Collaboration between our highly experienced class teacher and skilled teaching assistant in support of those children who need to demonstrate accelerated progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 3, 4

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

Budgeted cost: £5,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Performing Arts – with a particular Dance focus</i>	<p>It has been shown that the performing arts can have a significant positive impact on wellbeing as part of a broad and deep curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5
Regular monitoring of attendance and lateness – including regular and specific contact with families of concern	<p>Having all pupils in school for the whole day can only have a positive impact on their achievements and wellbeing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	2, 3, 4, 6

**Total budgeted cost: £52,910**

## 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.

*Since COVID-19, performance measures have not been published for the academic years ending in July 2020, 2021 and 2022. Therefore trends in data cannot be analysed. 2022 results will not be used to hold schools to account in any league table.* Initial assessments from September compared with July showed accelerated progress in reading, writing and maths.

Uptake for school visits, including residential visit to Robinwood, increased.

More children have had music lessons due to subsidised costs

Children more engaged in school due to booster and 1:1 sessions. The children had a more positive view of school and were, therefore, ready for their next steps into Key Stage 3.

Using the Lexia programme, there was an increase in engagement for reading at home and for pleasure.

Following Covid measures and school closures, there was broader family engagement in school life.

### 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*