

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/2022 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 CE Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachael Kilmister Headteacher
Pupil premium lead	Rachael Kilmister Headteacher
Governor / Trustee lead	Victoria Osbourne, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,730
Recovery premium funding allocation this academic year	£4930.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50 660

# Part A: Pupil premium strategy plan

## Statement of intent

The fundamental aims at St Bartholomew's CE Primary is that every child, regardless of their background or start point shall flourish, academically, personally and socially and that all pupils will make excellent progress to reach their full potential irrespective of any barriers that they may encounter.

All stakeholders are committed to ensure that we provide the very best opportunities through a range of experiences which will help ensure the holistic development of all of our pupils. This will include identifying where additional support is required for disadvantaged children, including those who already are, or who have the potential to be high achievers. Through ensuring that all staff have the knowledge of their pupils that is necessary to help them overcome potential barriers, we aim to ensure that no children, including those who face disadvantage, are left behind. We will consider the specific, individual needs that a pupil may face due to their particular circumstance (including those with a social worker, children in the care of the local authority or those who are previously looked after regardless of whether they qualify for pupil premium funding) as well as more general barriers to academic attainment and progress and wider development that exist for vulnerable pupils.

The use of the Pupil Premium Funding will be used in a variety of ways to improve outcomes for vulnerable pupils. The strategies adopted will be based on the best available research and evidence at the time and will also help to ensure that outcomes for children who are not disadvantaged continue to be sustained or improved.

Broadly the funding will help us achieve the following goals:

- That there is sustained, excellent quality first teaching for all pupils.
- An enriching and varied, high quality curriculum is in place and accessible to all pupils
- Targeted interventions are delivered by skilled and knowledgeable staff for children identified as needing additional support to access the curriculum successfully
- All children are able to access trip, visits, residential, clubs and wider opportunities that exist throughout the school
- Disadvantaged children are supported to access opportunities beyond their school experience in the wider community.

## Challenges

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

Challenge number	Detail of challenge
1	On entry in to EYFS assessments (through both teacher observation and the use of diagnostic assessments such as WellCom) indicate that children who are disadvantaged have lower word acquisition than their peers.
2	On entry in to EYFS assessments (through both teacher observation and the use of diagnostic assessments such as WellCom) indicate that children who are disadvantaged have poor language comprehension compared to their peers.
3	Throughout school, but particularly in EYFS and KS1, children who are disadvantaged have poorer decoding skills and therefore less fluency in reading than their peers.
4	Analysis of assessment information (both historic through statutory testing and current teacher assessment) indicates that disadvantaged children are less likely than their peers to achieve GDS in all core subjects. This appears to have been exacerbated by the impact of COVID -19.
5	There has been a significant impact on the mental health of some pupils due to the impact of lock downs. This has been particularly evident in children who are disadvantaged with a greater proportion of vulnerable pupils being identified as requiring additional support for self-esteem, anxiety and managing emotions.
6	Vulnerable pupils (particularly those in the care of the local authority) are less likely to have access to the technology needed for on-line learning.
7	Historically, the attendance of disadvantaged children compared to non-disadvantaged has been significantly lower. Strategies have ensured significant improvement in attendance data for disadvantaged pupils; however to sustain this, successful strategies must continue to be implemented.
8	Some disadvantaged children do not access wider opportunities outside school to the same frequency as their non-disadvantaged peers.

## 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 vocabulary acquisition and language comprehension among disadvantaged pupils.	<p>Outcomes of WellCom end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils and this is broadly in line with their peers.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is apparent through a range of monitoring and assessment evidence.</p>
Improved reading fluency for children in EYFS and KS1	KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard in reading and that all disadvantaged pupils meet the required standard in the phonics screening check.
Improved outcomes at GDS for disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 30% of disadvantaged achieve GDS in reading, writing and mathematics.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li></ul>
To ensure that all pupils have access to the technology needed for online learning	All children are able to access online learning and engagement in this is the same as their non-disadvantaged peers.
To ensure that all children have equal access to enhancement opportunities in school	<ul style="list-style-type: none"><li>• All disadvantaged children will access extra-curricular clubs and enhancement activities in school</li><li>• All disadvantaged children are able to attend school trips.</li></ul>
To sustain the improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>• the overall absence rate for all pupils being no more than 2%, and the attendance gap between</li></ul>

	<p>disadvantaged pupils and their non-disadvantaged peers to be negligible</p> <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being not significantly different to their peers.</li> </ul>
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## 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: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all teachers receive targeted coaching and mentoring interventions to help improve and sustain quality first teaching.</p> <p>All ECTS/RQTs to receive coaching and mentoring in English/maths for each year of their ECT as minimum.</p> <p>All teachers to receive coaching and mentoring block at least once in a 2 year cycle.</p>	<p>Evidence informs us that quality first teaching is the most effective way to improve children's outcomes and can narrow the disadvantage gap. Our program of coaching and mentoring builds on existing knowledge and provides instruction and modelling to support development of teaching techniques.</p> <p>EEF Effective Professional Development</p>	1, 2, 3, 4
<p>All teachers/support staff to have access to high quality CPD provided both internally and externally.</p>	<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice.</p>	

	EEF Effective Professional Development	
Continue to use the language diagnostic/intervention strategy WellCom and give time to EYFS Lead practitioner to ensure that all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Employ an experienced EYFS teacher 0.3 to support with high quality teaching in EYFS. This will also provide more time for the EYFS lead teacher to provide CPD for all staff within the EYFS setting to secure even better teaching for children in EYFS.	Evidence informs us that quality first teaching is the most effective way to improve children's outcomes and can narrow the disadvantage gap. EEF Effective Professional Development	
Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger and more consistent 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Employ an additional member of staff to support (0.4FTE) in the delivery of high quality teaching of decoding, fluency and reading comprehension in KS1.	Research published by EEF provides evidence that using this combined approach will help accelerate the reading progress of all learners. EEF - improving Literacy in KS1	3
Improve the quality of social and emotional (SEL) learning through the continued use of the Skills	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5

<p>Builder programme and 1Decision PSHE scheme.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost - £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and comprehension sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by additional members of staff and our early reading lead who will also be released to monitor quality and impact	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 - 3
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Whole school training and additional CPD on strategies to support	Research shows that effective feedback is one of the key factors to help improve attainment Done well, it supports pupil progress, building	1-4

more able learners to make accelerated rates of progress, particularly disadvantaged pupils whose learning has been impacted most by the pandemic. This will focus on effective feedback to improve rates of progress.	learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.  EEF Feedback approaches and educational attainment in children and young people	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a pastoral member of staff (0.5 FTE) to provide 1:1 and small group social and emotional/nurture interventions to support in effective social and emotional learning where additional needs have been identified in this area.	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Children from disadvantaged backgrounds have weaker SEL skills than non-disadvantaged backgrounds.</p> <p>Public Health England research found that effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p>The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings</p>	5
Provide additional release time for AHT for behaviour/culture and attendance to help embed principles	The DfE guidance has been informed by engagement with schools that have significantly	7

of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	reduced levels of absence and persistent absence.	
Ensure that all disadvantaged/vulnerable pupils have access to technology to enable them to take part in remote/home learning by purchasing additional devices where necessary.	A report commissioned by the National Literacy Trust demonstrated the positive impact of access to technology has on accessing education as it can provide additional motivation, particularly for reluctant readers and writers.	6
Contribute to extra-curricular opportunities (including ensuring all pupils are accessing additional sporting opportunities) at and school visits for disadvantaged/vulnerable pupils who would otherwise be unable to participate or access these opportunities.	<p>Research evidence shows that education and health are closely linked.<sup>1,2</sup> So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p>The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education setting.</p>	8

## 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.

As there were no statutory, external assessments in the academic year 2020/21, the impact of the pupil premium strategy 2020/21 will be based on internal assessments and other monitoring approaches and the extent to which the elements of the plan could be implemented in a year that was significantly impacted by COVID-19.

Every single member of staff received at least one block of personalised coaching and mentoring by a senior leader. Two NQTs received two blocks of coaching and mentoring. Monitoring demonstrated that all teaching was at least consistently good with much that was outstanding. During the partial closure of schools in January 2021- March 2021, we offered extensive remote learning to those not attending school (50% of children attended work as they were either determined to be vulnerable or were the children of key workers). Assessments upon the return to school demonstrated that significant progress had been made during this period of remote learning. All disadvantaged children received either small group or 1:1 interventions, either in school if they were attending or remotely.

From January 2021 - August 2022, 2 additional senior leaders were recruited and during the academic were used to provide high quality teaching, small group interventions and to support other teachers by providing coaching and mentoring and planning support. This contributed in our ability to offer additional intervention and support for those identified as most in need. This included all children in receipt of pupil premium and all vulnerable pupils.

Attendance for disadvantaged pupils improved from the previous years to be in line with non-disadvantaged pupils.

When possible, and in accordance with government guidelines, we continued to offer extra-curricular clubs, particularly sporting ones and all classes had the opportunity to attend 2 offsite visits which were carefully selected to ensure no additional risk. A small amount of pupil premium funding was used to subsidise visits to ensure all could attend. It was also used to provide additional extra-curricular clubs, targeted at those disadvantaged children who were least likely to access provision outside school (based on 2019 surveys)

Internal teacher assessments demonstrate that the biggest impact on the achievement of disadvantaged children was those attaining at GDS. Initially, the impact of the closures from March -July 2020 demonstrated significant loss of learning, particularly for disadvantaged children. However, an effective catch-up programme and substantial remote learning offer in January meant that progress was rapid and outcomes at the expected level were comparable to previous pre-pandemic years (although there are some variations in this).

Outcomes at the end of year 6, both at expected and GDS were excellent, including for disadvantaged pupils, with outcome either broadly in line or above non-disadvantaged pupils, particularly in reading and maths.

Writing was the core subject most significantly impacted upon, which is a trend we have seen amongst all pupils; however outcomes for disadvantaged pupils were more significantly impacted than all others.

Phonics outcomes (at the end of December 2021) for the 2020/21 Year 1 cohort show that 100% of disadvantaged pupils met the required standard to pass the phonics screening check (additional interventions were put in place in September 2021 to support this).