

Pupil premium strategy statement

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 CofE Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 21
Date on which it will be reviewed	December 22
Statement authorised by	Sophie Ingle Headteacher
Pupil premium lead	Karen Davison SENDco
Governor / Trustee lead	Philippa Peach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£1,051
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,221
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	£57,932

Part A: Pupil premium strategy plan

Statement of intent

At St Bartholomew's we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Access to wider opportunities
5	Parental engagement

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
<p>To increase levels of metacognition and pupils self -regulation using Kagan structures and scaffolds that support pupils thought processes and develop independent thinking.</p> <p>Closely monitored through pupil interview and intervention reviews.</p>	<p>Provide QFT that supports the development of pupil engagement and thinking skills.</p> <p>Teachers routinely engage all learners using activities that promote communication, co-operation and classroom interaction.</p> <p>Classroom activities provide equal levels of participation, simultaneous interaction and individual accountability.</p> <p>Pupils motivation and engagement in learning is increased.</p> <p>Pupils are all given an appropriate level of challenge.</p> <p>Pupils are routinely given thinking time.</p>
<p>To develop independent Maths reasoning across the whole school, so children can independently apply their knowledge to a range of problem solving scenarios.</p> <p>Closely monitored through pupil interviews, drop-ins and book scrutinies.</p>	<p>Teachers and TAs strategically use open-ended questions to engage pupils in discourse.</p> <p>Pupils routinely explain why an answer is correct or incorrect</p> <p>Pupils are given the opportunity within Maths lessons to work collaboratively and explain their reasoning to one another.</p> <p>Pupils in all age groups are provided with a range of apparatus to support them in proving an answer is correct or incorrect.</p>

<p>To accelerate the rate at which children learn to read, so they can develop their vocabulary, increase comprehension, improve writing outcomes and improve their cognitive skills.</p> <p>Monitored through assessment, drop-ins and pupil interviews.</p>	<p>Pupils, who do not read at home, read to an adult for a minimum of three occasions per week.</p> <p>Pupils are taught to read aloud by learning their sounds and common exception words.</p> <p>Children’s knowledge of phonics and common exception words is regularly assessed and precision teaching provided for those pupils, who are not keeping up with the rest of the class.</p> <p>Pupils, who do not know their sounds are given intervention using precision teaching to accelerate their progress.</p> <p>Pupils are taught to develop their understanding of vocabulary, to question and infer, to predict, to explain in their own words what is happening in the text, to answer questions, retrieve and to summarise the main point.</p> <p>Pupils visualise and re-tell stories using story maps.</p> <p>Staff utilise Talk for Writing to develop independent, confident, critical appreciative readers.</p>
<p>To increase parental engagement and motivate parents to involve themselves in their children’s learning.</p> <p>Parent questionnaires</p>	<p>A questionnaire is sent to parents asking them what support they would find helpful to support their children’s learning.</p> <p>On-line workshops are provided in response to parental need that include examples of children to motivate parents to engage.</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: £ 15,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI The Nuffield Early Language Intervention £58 per child	The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	1,2,3
RWI CPD £1800	Quality first teaching has the highest impact on a child's attainment. Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	2,3
Reading £10,000	Develop and build a school library. Embed a consistent whole class guided reading approach. Embed a reading club. School libraries have a proven positive impact on all areas of primary pupils' learning, including the development of reading and writing skills, wellbeing and overall academic attainment.	1,2,3,4,5
ELSA training £2500 for training and resources	The Emotional Literacy Support Assistant (ELSA) programme is a within-school	1,2,3

	<p>provision designed to provide one-to-one support for children in need of additional help with their emotional literacy skills.</p> <p>For two TA's to be trained in ELSA to support children's wellbeing and mental health appropriately and effectively.</p>	
<p>Dance</p> <p>£5000</p>	<p>"Dance has been always a means of knowing oneself and other people, of understanding the society around one and fitting into it." Peter Brinson; Dance in Schools; Arts Council England; 1993</p> <p>In schools, dance is part of the curriculum, a club activity, and contributes to the life and culture of the whole school. Dance offers opportunities to perform in school and in local, regional and national events, to engage young people and widen their aspirations, for them to gain qualifications and for gifted and talented students to fulfil their potential. It provides a means of engaging the wider community and of raising the profile of the school in the community.</p>	1,4

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

Budgeted cost: £ 3,766.50

Activity		Evidence that supports this approach	Challenge number(s) addressed
School - Led Tutoring		We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-	2,3

		to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled	

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

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum opportunities £500	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1,4

Total budgeted cost: £ 20,690.50

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.

Due to COVID-19, performance measures were not published and so we could not compare data from the previous year to assess impact from external assessments. However, we did complete internal diagnostic assessments such as the NFER for Years 3 to 5 as well as Teacher Assessment for the remaining year groups.

In October 2020 baseline assessments for Reading, Writing and Maths clearly showed that 42% of children at or above expected standard. 33 children from this figure were PP.

In December 2021 combined figures in Reading, Writing and Maths increased to 52%. This was followed by a second National lockdown and school closures reverting to online learning. This meant that PP children were immediately at a disadvantage due to limited access whilst awaiting the arrival of DfE laptops.

By March 2021, after the second lockdown, data shows that the percentage of positive progress for PP children had dipped significantly down to 12%. This was the impact that the second lockdown had on these children.

Following this, CPD was invested in meta-cognitions and further improvement of QFT which was implemented immediately in all classes. Further training on Maths Mastery and Phonics took place with whole school involvement. As well as this, all Teachers and Teaching Assistants took part in carefully targeted after school interventions for Reading, Writing and Maths with PP children over a period 8 weeks. The impact of this was that these children made accelerated progress in the final NFER assessments in July 2021. For example, there was significant improvement in Reading with 88% of PP children achieved age related expectations. This can also be attributed to the introduction of the Whole Class Guided Reading method and the use of high quality texts. In Maths 63% of PP children achieved age related expectations.

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?	There was only one child last year who was entitled to Service Pupil Premium. This child received targeted support with her spelling using a number of programmes such as Word Wasp, Nessy and Precision Teaching. All of these interventions were adult lead and therefore Teaching Assistant support was required. Funding was allocated to meet this need.
What was the impact of that spending on service pupil premium eligible pupils?	NFER scores showed that for this child there was an increase in attainment from 13% accuracy to 42% accuracy in their spelling (including lockdown) during the Year 2020 to 2021.

