

## 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 C of E School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	28.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	December 23
Date on which it will be reviewed	December 2024
Statement authorised by	Sophie Ingle Headteacher
Pupil premium lead	Karen Davison Deputy Headteacher SENDco
Governor / Trustee lead	Samantha Dossett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40740
Recovery premium funding allocation this academic year	£0
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	£40740

# 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	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.
5	A key number of our children experiencing SEND need are also PP 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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.	<p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p><b>Review 2023</b></p> <p><b>81% Pupil Premium made progress in Reading</b></p> <p><b>72% Pupil Premium made progress in Maths</b></p> <p><b>52% Pupil Premium made progress in GPS</b></p> <p><b>100% made progress in writing however, only 28% made age related expectation – this is now a focus on our SDP</b></p> <p><b>100% of Pupil premium children in Year 6 made progress for Maths, Reading and Grammar.</b></p>
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>Don't Lose Hope, SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p> <p>- Identified children are invited to Nurture, positive play, and Lego Therapy sessions with support staff.</p>

	<ul style="list-style-type: none"> <li>- Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers.</li> <li>- Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</li> </ul> <p><b><u>Review 2023</u></b></p> <p><b>Parents have been signposted to Don't Lose Hope and 3 families are having therapy sessions. TAC's have been opened and EHA are in place to offer greater support. CPOMS is being used effectively to monitor the wellbeing of pupils. ELSA is making great strides with confidence, anxiety and emotional barriers for children who are PP. 40% of PP children have received ELSA this year. Roles and responsibilities have been broadened in school which has given children greater ownership and confidence. 56% of PP children hold a responsibility in school. ELSA has been used effectively to support children and families with anxiety, lack of confidence, trauma, bereavement and social issues. ELSA remains firmly in place and the response from children – even those in year 6 that have left has been that it was confidence boosting, empowering and beneficial. TAC plans have been opened and remain in place to offer support EHA have been made quickly to ensure our families have all the resources that they need and the support to help them as quickly as possible.</b></p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>St Bartholomew's curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <ul style="list-style-type: none"> <li>- Teachers and support staff will plan a wide range of visits/WOW events/experiences to in-spire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects.</li> <li>- Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</li> </ul> <p><b><u>Review 2023</u></b></p> <p><b>Museum Trip</b>  <b>Farm Trip</b>  <b>Outside Speakers</b>  <b>Diversity Workshops</b>  <b>Year 6 residential</b>  <b>Church Services</b></p>

	<b>Bank opening</b> <b>Bollywood Dance Workshop</b> <b>School Plays</b> <b>School Curriculum</b> <b>Aspirations and Career links</b>
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence. <b>Review 2023</b> <b>In 2022-23 54% 18/33 of Pp children had attendance below 95% - however they were not persistent absentees. Due to our small numbers, 1 session absence greatly reduces attendance figures. Currently, 44% 12/27 of PP children have attendance below 95% but they are again not persistent absentees and our attendance is closely tracked daily.</b>

## 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: £27919

Activity	Evidence that supports this approach
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . <b>Challenge 1</b>
Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.  Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions.	Two families are currently open to TAC and have Early Help. We are working closely with both families to support developing a love for learning and a willingness to engage.  We have a PP tracker and all disadvantaged children are tracked throughout the year and all interventions are identified on the tracker. These are reviewed six weekly. <b>Challenge 2</b>  Room is set up and ELSA's are up and running.

Creation of new ELSA and nurture ELSA's to support growing number of children with mental health problems and difficulties with accessing curriculum due to home life/problems.	Referral forms are in place. Presence of ELSA around school is evident. Children know who they can speak to and how it may help. Feedback from pupil voice shows the positive impact that ELSA has.
SEN consultation	Children who have their needs met are able to reach their full potential.

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

Budgeted cost: £ 12821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1,4
FSM	Pupils who have a healthy, balanced diet are able to maintain focus for longer and ensures their wellbeing.	1

**Total budgeted cost: £ 40740**

## 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 2022 to 2023 academic year.

Please see review in bold in sections above where each intention has been reviewed for 2023. This strategy is not due for full renewal until December 2024 where this section will be updated in greater length.