

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	86
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sophie Ingle Headteacher
Pupil premium lead	Karen Davison Deputy Headteacher SENDco
Governor / Trustee lead	Sajda Andleeb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£45,450

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 Principles:

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.

Quality first teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. We aim to close the gap for our disadvantaged pupils but we also acknowledge the need to ensure non-disadvantaged pupils' attainment is sustained or improved through the extra funding that this funding can provide.

Update 2025

Following feedback from the previous inspection, the school has strengthened the precision of its pupil premium strategy. Leaders have improved assessment systems, refined pupil progress meetings and developed clearer provision mapping so that barriers are identified quickly and support is matched accurately. Interventions are reviewed regularly and adapted where impact is limited. This ensures pupil premium funding is targeted, responsive and focused on improving outcomes over time rather than short-term gains.

Pupil premium funding is used to add to, not replace, statutory SEND provision. While a high proportion of disadvantaged pupils also have SEND, pupil premium funding focuses on removing wider barriers such as attendance, emotional wellbeing, access to learning and family support. This ensures disadvantaged pupils with additional needs receive holistic support that enables them to engage successfully with high-quality teaching.

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	A key number of our children experiencing SEND need are also PP children.
Update 2025 Outcomes for some disadvantaged pupils remain below national averages. Leaders and governors understand this in the context of very small cohort sizes, high levels of SEND and significant social and emotional needs. A large proportion of disadvantaged pupils also require SEND support, which can slow academic progress despite strong provision. Governors are not complacent and continue to challenge leaders on the impact of provision while recognising that improvement for this group is incremental and requires sustained, precise support.	

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 writing and reading stamina	Disadvantaged pupils will make expected or better progress in reading and writing
Improved progress, especially in writing & spelling, for our disadvantaged pupils	Disadvantaged pupils will make expected progress or better in spelling
Sustained and improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	The social and emotional development of disadvantaged pupils will have improved. This will be measured via staff observations and pupil discussions/surveys
High attendance of disadvantaged pupils	Attendance rates for disadvantaged pupils will remain high

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 - Budgeted cost: £11,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching to accelerate progress in order to support recovery	Great teaching is the most important lever schools have to improve outcomes for their pupils (EEF) https://educationendowmentfoundation.org.uk/support-forschools/school-planningsupport/1-high-qualityteaching	1,2
Strategically planned CPD programme linked to SDP priorities	School Development Plan 2024-2025 Specific focus in KS2 for reading and whole school curriculum development on prior learning. https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/literacy-ks2?gad_source=1&qclid=Cj0KCQiA0fu5BhDQARIsAMXUBOJQhlmAyDH78I_WSDw vrQ5KtVCs IL0LhApzTrcxI54vlf-nc2vD kaAnk9EALw wcB https://educationendowmentfoundation.org.uk/support-forschools/school-planningsupport/1-high-qualityteaching	1,2
Effective assessment to support identification of gaps in learning	Purchase NFER to determine gaps. GLS assessments to further identify and target needs. Standardised assessments in Literacy might be used to	1,2

	<p>identify pupils who would benefit from additional catchup support (EEF) - Fast Track Ruth Miskin.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted - £18490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor/pastoral care to provide coaching and mentoring in targeted year groups and 1:1 (ELSA)	<p>Enhancing PSHE provision to support pupils to be healthy, safe and prepared for modern life. Focus areas of relationships, selfregulation, concentration and engagement.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://www.elsasupport.co.uk/what-is-elsa-intervention/</p>	1,2,3,4

1:1 and small group tuition: Teaching assistants to provide specific additional	Small group tuition has an average impact of four months' additional progress over the course of a year (EEF)	1,2,3
support for identified pupils	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	
<i>Provide additional support for pupils with special educational needs and/or disabilities</i>	EEF's five evidence-based recommendations to support pupils with SEND: https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send	1,2,3

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

Budgeted cost: £ 15320

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

Service Children	£700 ELSA training to support children emotionally when parents are deployed.
PLAC children	£2630 1:1 support Sensory equipment to aid regulation ELSA training

Total budgeted cost: £ 48,780

The total figure includes pupil premium, service pupil premium and PLAC funding, which are reported separately within the strategy to ensure clarity and appropriate use

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 2023 to 2024 academic year.

2023-24	All Pupils	Pupil Premium
GLD%	69% (13 children)	66% (2/3 children)
Year 1 Phonics %	67% (12 children)	60% (3/5 children)
Year 2 Reading	67% (12 children)	100% (3/3 children)
Year 2 Writing	29% (7 children) 5 still RWI	33% (1/3 children)
Year 2 Maths	58% (12 children)	66% (2/3 children)
Year 6 Reading	69% (16 Children)	50% (3/6 children)
Year 6 Writing	75% (16 children)	50% (3/6 children)
Year 6 Maths	63% (16 children)	50% (3/6 children)

Children performed better in Reading and Maths in KS1 and we continue to develop our writing across the school with our Pathways to Write, intervention groups, booster sessions and quality first teaching.

In KS2, children performed better in writing and we are developing our reading in KS2 this year with Pathways to Read, Reading for Pleasure courses, new library and Language for thinking programme. 23% of our PP children achieved GD in Reading (7/30). Pupil voice shows that children in our school enjoy reading together and being read aloud to.

Overall, attendance was above national figures, however, absence amongst a few disadvantaged pupils was higher than their peers which is why attendance continues to be a focus of our current plan.

Our assessments and observations indicate that social and emotional skills, wellbeing and mental health continue to be a large factor that impacts attainment. This impact was particularly acute for our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions were required. We are building on that approach with a continuation of these activities detailed on this plan. In 2023-2024 63% of our disadvantaged pupils received either 1:1 support, small group work or more complex interventions to aid wellbeing, social and emotional health and we will raise this to 100% this year.

60% of our PP children were also on our SEND register for school support and 22% of these children were in receipt of an EHCP.

The multiplication check at the end of Year 4 was significantly above national data.

Update 2025

Area	2024–25 PP Outcomes	Key Context	Strategic Response (Linked to SDP)
Reading	Below national	High SEND, pupil mobility	Pathways to Read; fluency focus; Wave 7 partnership; monitoring of independent reading
Writing	Variable / low	SEMH needs; retention issues	Sentence-led curriculum; improved QFT; moderation and dictation routines
Maths	Below national	Inconsistent staffing historically	New maths leadership; White Rose embedding; targeted interventions, daily times tables, daily flashbacks, implementing revised planning format for KS1
Attendance	Above national	Strong family engagement	Continued monitoring; early help; pastoral support
Wellbeing	High level of need	60% PP pupils require SEMH support	ELSA; mentor support; therapeutic interventions

Externally Provided Programmes

Programme	Provider
White Rose Maths	Trinity MAT
TT Rockstarz	TT Rockstarz
Read Write Inc	Read Write Inc

Classroom Secrets	Classroom Secrets
IXL	IXL

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was spent on 1:1 ELSA sessions to support emotionally when parents were deployed.
What was the impact of that spending on service pupil premium eligible pupils?	We had one service child in school. They were able to focus in lessons, had an outlet for emotions and could manage their parent being away with support and confidence.