

St Barnabas CE Primary School

Pupil Premium Strategy Action Plan and Impact Statement 2020-21

Summary information of pupil premium (PP)

Name of school:	St Barnabas Church of England Primary		
Academic year:	2020-21	Total PP budget for year:	£54, 730
Total number of pupils:	130	Number of pupils eligible for PP:	40
Amount per pupil:	£1,345	Review Date	July 2021

Current Attainment (2019 Figures)

	Attainment %		Progress	
	Pupils eligible for PP (own school – 6 pupils)	Pupils not eligible for PP (national average)	Pupils eligible for PP (own school)	Pupils not eligible for PP (national average)
Reading	67	78	-0.76	0.32
Writing	67	83	-1.0	0.27
Maths	50	84	-4.3	0.37
Reading, Writing, Maths combined	50	71		

Barriers to future attainment for pupils eligible for PP

In-school barriers:	
A.	Weaknesses in learning behaviours, e.g. lack of independence or resilience, forgotten good behaviours as a result of lockdowns.
B.	Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19.
C	Children entering school in Reception are developmentally lower than previous years in language, number, and social/ emotional development as a result of missing part of Foundation Stage as a result of lockdown.
External barriers:	
D.	Readiness and preparation to learn, physically, practically and emotionally. Ability to reflect and evaluate their own learning self-motivating themselves to improve Re-establishment of good home learning practices.

Aims and outcomes

Desired outcome:		Success criteria:
A.	Most children to have caught up on missed learning due to lockdown but with specific targeted groups for PP children.	All pupil premium children, whatever their prior attainment, make strong progress from their September 2020 starting point
B.	Pupils made good progress in PSED	Improvements in the overcoming barriers for specific children including reduced incidence of behavioural problems, increased engagement in in class, increased resilience. Improvements in the learning behaviours are demonstrated by pupil premium children.
C.	Attendance of PP children improves	Attendance and punctuality of PP pupils is closer to that of non PP pupils. Children show improved well-being and availability to learn when they first come in.
D	PP children in Reception improve language development so they are ready for the next stage of learning by the end of the year.	PP children make good progress from their starting points in Communication and Language.
E	Engagement in learning across the curriculum is high	Pupils have high aspirations and are motivated to learn as a result of being given different opportunities

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children catch up with missed learning	Revision of current teaching practices - prioritise basic skills/ / develop non-negotiables for teaching and learning to ensure catch up. Coaching teachers to enable them to deliver high quality teaching and learning.	EFF Report on the Impact of school closures on the attainment gap: EFF Guide to Supporting School Planning: A Tiered Approach to 2020-21	Ongoing monitoring by subject leaders, HT, SENCo and Governors.	HT	Termly diagnostic tests giving standardised scores. Progress monitored and reviewed at termly pupil progress meetings.
Children catch up with missed learning	Provide targeted intervention led by teachers and TAs.	Teacher led interventions believed to have greater impact than those delivered by TAs (Teaching & Learning Toolkit – EEF)	Ongoing monitoring by subject leaders, HT, SENCo and Governors	HT	Termly diagnostic tests giving standardised scores. Progress monitored and reviewed at termly pupil progress meetings.
Good progress in PSED	Children’s Champion to provide ELSA for pupils and support for parents, working with CYC School Wellbeing Worker	Strong evidence of improving relationship and communication between parents/ & school seen which leads to vulnerable children being supported to learn.	Regular review meetings with HT and Wellbeing Worker to ensure she is fully utilised to best effect.	HT	Termly reviews as part of pupil progress meetings. ELSA work reviewed by Wellbeing worker half termly.

Good progress in PSED	TAs to provide emotional support for PP pupils in classes to help improve resilience and confidence.	EEF evidence shows moderate impact from small group support (+4mnths) and for social and emotional support (+4mnths)	Planned support through discussion at pupil progress meetings. TAs and Teachers have time to plan together.	HT	Termly reviews as part of pupil progress meetings
Improved attendance	Regular messages to all parents about the importance of good attendance. Specific work with parents of PA pupils/ anxious about sending children to school	Children need to be in school to access learning after missing school during lockdowns.	Office manager as first contact to give key messages to parents. Children's Champion / to work with parents.	HT	Regular attendance monitoring and follow up.
Improved language development	Deliver BESSI programme to YR pupils to improve language and communication skills	Intervention recommended by EEF	Staff delivering programme will have full BESSI training,	HT / SENCo	Pre and post assessment
High engagement and high aspirations	Work to develop the curriculum that meets the needs of St Barnabas pupils. Take part in Shakespeare in Schools Theatre Project, author visits (remote), whole class instrumental tuition for 2 terms, subsidised residential visit,	Opportunities to take part in memorable learning experiences will raise aspirations, improve resilience, self esteem and engagement in the curriculum.	Choose opportunities linked to gaps in our pupil's experience.	HT	Children's feedback and levels of engagement in specific activities.
A,B, C, D	Investment into class set of Chrome Books for use in more lessons across the school	Technology offers ways to improve the impact of pupil practice and can be used to improve the quality of explanations and modelling by teachers (EEF Guidance Report	Regular Monitoring	KB/HD	7/20

Impact of Pupil Premium Expenditure 2019-2020

Due to the Covid pandemic, school was closed to all pupils apart from key worker and the most vulnerable pupils from March to September. As a result, school assessment data is only available upto the end of autumn term for most children and upto the end of February for Year 6 pupils. Most of the provision outlined below was in place for the Autumn and Spring Terms with some continuing during the period of school closure.

Provision	Expenditure	Details	Impact
Small group teaching and Booster Groups Y6 (teacher led)	£7000	10 pupils Maths breakfast club x1 per week Reading homework club x 1 per wk 4 hrs p/wk booster groups	On Track for EXP improved on 2019 in Reading and Maths at this point in the year Reading 70% Writing 60% Maths 80% On track for GDS improved on 2019 in Reading and Writing Reading 30% Writing: 13% Maths: 13%
Small group teaching and booster groups Y2 (teacher led)	£4000	8 pupils Teacher led booster groups 2 x ams per week	Feb 2020 - on track for EXP: Reading: 75% Writing – 42% (Dec data) Maths : 63%
Teaching Assistants in FS & KS1 to support phonics and language development	£18,000	FS: 2 pupils Y1: 4 pupils Y2: 8 pupils Phonic intervention groups Adults modelling high quality language and vocabulary through continuous provision	FS: 100% on track for GLD at end FS Y1: 75% on track to pass phonics
Teaching Assistants providing catch up support across all year groups	£4800	Additional support to PP pupils in lessons and through small group interventions	Progress of PP pupils tracked and interventions in place. Standardised test scores show steady improvements for most PP pupils with the exception of Y4 maths.
Support for vulnerable pupils and families	£7000	<ul style="list-style-type: none"> Children’s Champion x 10hrs per week. TAs providing pastoral support & supporting resilience in all classes ELSA work with individual pupils 	Parents supported at early help level – more able to support child’s learning and development and keep them safe.

		<ul style="list-style-type: none"> • SLT support in addition to above for families during lockdown 	<p>Pupils more able to regulate emotions and access learning to make good progress.</p> <p>PP families contacted regularly (on needs basis) during lockdown –issues identified – support given with parenting, access to food, learning resources. This supported learning and wellbeing for children at home. Safeguarding issues referred to children’s social care.</p>
Attendance Focus	£1000	<p>Increased monitoring of attendance. Engagement with parents to improve attendance.</p>	<p>DATA</p> <p>PP pupils prioritised as vulnerable group strongly encouraged to attend when school opened more widely in June. As a result, 68% of invited PP attended school.</p>
Quality First Teaching & Staff Development	£3000	<ul style="list-style-type: none"> • Whole school training and development in embedding a mastery approach to learning. • Teachers & TAs observing & coaching from primary maths specialist • 2 TAs –3 day maths mastery for TAs CPD • KS2 teacher – Write Time project • SLT monitoring and coaching to improve teaching and learning 	<p>Monitoring showed improved teaching and learning in maths. TAs skilled at supporting mastery strategies in class and with intervention groups,</p> <p>Pupils skills of planning, editing and improving writing improved.</p>
Behaviour	£1000	<ul style="list-style-type: none"> • Attendance at specialist PIVOTAL training for key staff • Whole school INSET • Release time for SLT to implement & review 	<p>Significant improvements in behaviour across the school. Children understand and are engaging with new rules and expectations. Calm, orderly classrooms with good behaviour for learning. Pupils with additional behaviour needs supported by new approach.</p> <p>All children able to learn free from disruption.</p>
Learning Resources, including Chrome Books	£4000	<ul style="list-style-type: none"> • Chrome books • Paper based workbooks for most PP pupils during lockdown 	<p>Chrome books that were ordered early in 2020, were not in place for the first lockdown. Therefore, PP pupils who had difficulties accessing and</p>

			<p>engaging in remote learning were sent Maths and English workbooks. Parents informed us that these were easy to access the learning from and pupils engaged well with the learning in this format.</p> <p>Chromebooks were used to support PP pupils during bubble closures and January 2021 lockdown.</p> <p>Subscriptions to online learning platforms enabled PP pupils to access high quality remote learning</p>
Enrichment (incl visits, clubs)	£1000	<ul style="list-style-type: none"> • Inspiring Minds programme for Y4/5/6 • Whole class instrumental tuition for Y3 	Improved aspirations and opportunities for pupils as they developed new skills and learned about possible future careers.
Attendance at breakfast / out of school club	£2000	<ul style="list-style-type: none"> • Assisted / free places for some pupils • Low cost fees for all due to school not charging rent to the club 	Improved access to all, including PP pupils as a result of low cost child care. Allowing parents to work and study.
	£52,800		