

Pupil premium strategy statement

St Barnabas CE Primary School

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 Barnabas CE Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Boardman
Pupil premium lead	Rachel Pena-Harran Deputy Headteacher
Governor / Trustee lead	Lorna Lonman, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,057
Recovery premium funding allocation this academic year	£4,495
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	£49,552

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support using the Recovery Premium for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Assessments, observations, and discussions with pupils suggest that many disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>On entry to Reception in 2021, 80% disadvantaged pupils arrived below age related expectations in phonics compared to 63% of other pupils.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>2019 KS2 data indicated that progress in maths was -4.3 compared to -1.8 for non-disadvantaged pupils.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social engagement and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The number of pupils needing social and emotional support has increased since the pandemic. 9 pupils (6 of whom are disadvantaged) are currently receiving additional support with social and emotional needs.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-5% lower than for non-disadvantaged pupils.</p> <p>In 2020-21 16% of disadvantaged pupils were 'persistently absent' compared to 7% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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. We are working on these

outcomes during the current academic year and aim to achieve the success criteria as soon as possible. We will review our progress towards these each year.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain 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"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: **£25, 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving the quality of teaching and learning through professional development and training on key pedagogical approaches.</p> <p>Training in the use of Instructional Coaching ('Teaching WalkThrus') – training and release time to develop approaches.</p> <p>Release time for senior leader to provide coaching and mentoring to teachers.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> <p>EEF Effective Professional Development</p>	<p>1,2,3,4</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Purchase of new tracking system</p> <p>Training for staff to ensure assessments are interpreted and recorded correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for all teaching staff in delivering the phonics and reading lessons</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will purchase a DfE validated maths programme (Maths No Problem!) for Y1-Y6 which is based on Teaching for Mastery.</p> <p>We will fund teacher training to embed key elements of the programme in school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional learning (SEL)</p> <p>SEL approaches will taught through specific lessons, interventions and embedded into routine educational practices, supported by training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£17, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of the Wellcomm Toolkit to assess and to improve listening, narrative and vocabulary skills for disadvantaged pupils</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4

<p>who have relatively low spoken language skills.</p> <p>Strategies to improve language embedded into the curriculum and additional sessions for disadvantaged pupils needing further support.</p>		
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to 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.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Member of staff to complete the National Professional Qualification in Leading Behaviour and Culture. Disseminate key aspects of this training to whole staff with the aim of developing our school ethos and improving behaviour across school. Release time for this teacher and training for all staff.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Provide a range of enrichment opportunities for all pupils within and outside the curriculum e.g. residential visits, school visits, music tuition. Subsidise the cost of these for disadvantaged pupils.</p> <p>Encourage disadvantaged pupils to participate in extra-curricular activities and subsidise costs.</p>	<p>Attitudes, skills and behaviours such as self-control, confidence, social skills, motivation, and resilience are thought to underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p>	<p>1, 4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £49,500

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.

Our internal assessments 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years particularly in writing and maths at Key Stage 2 and phonics and reading at KS1. Despite improvements in attainment being made from their new starting points after the 2020 and 2021 school closures, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

We supported pupils during the school closure by providing devices to those not able to access remote learning at home, monitoring the quality of remote learning carefully and encouraging disadvantaged pupils who had difficulties engaging in the remote learning to attend school where space allowed. During the closure, disadvantaged pupils received targeted intervention where staffing resources allowed.

Overall attendance in 2020/21 was higher than in the preceding 3 years at 96.6% and higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1% higher than their peers. Although this gap is smaller than in the previous years, attendance data from Autumn 1 2021 indicates an initial increase in this gap, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. As a result, many disadvantaged pupils showed improved outcomes in

their diagnostic standardised tests from the end of Spring Term to the end of the Summer Term 2021.

We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Phonics Programme	Little Wandle Letters and Sounds
Maths Programme	Maths No-Problem!

Service pupil premium funding (3 pupils)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We provided wellbeing support for these pupils and invited them to attend school as vulnerable pupils during the lockdown in order to provide stability and routine.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Promoting a culture of reading throughout school – author visits, purchasing and promoting new books, extra curricular book club, ‘Reading News’ article in the weekly newsletters, parents’ events to share reading and books with their child.
- Supporting parents and carers to help their child at home with their learning – half termly ‘Stay and Learn’ events, attendance at Celebration Assemblies and other class events.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF’s implementation guidance](#) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate our plan each year over the duration of our three-year approach and will adjust it over time to secure better outcomes for pupils.