

Pupil premium strategy statement – St Barnabas CE Primary School December 2022

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-July 2024
Date this statement was published	31 st December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Karen Boardman - Headteacher
Pupil premium lead	Karen Boardman - Headteacher
Governor / Trustee lead	Lorna Longman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51, 245
Recovery premium funding allocation this academic year	£5, 365
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£56, 610

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 are 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	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.
3	Internal and external assessments indicate that maths attainment and progress among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	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, in particular pupils in Years 2, 3 and 4. This has resulted in significant gaps in knowledge and pupils needing high levels of social and emotional support.
5	Our attendance data indicates that attendance of disadvantaged pupils is below that of their non-disadvantaged peers.

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 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 attainment and progress of disadvantaged pupils is in line with that of all pupils nationally at the expected and higher standard
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2024/25 show that attainment and progress of disadvantaged pupils is in line with that of all pupils nationally at the expected and higher standard
Improved outcomes in phonics at Year 1	The Year 1 phonic screening check shows that attainment of disadvantaged pupils is consistently in line with that of all pupils nationally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> <input type="checkbox"/> qualitative data from student voice, student and parent surveys and teacher observations <input type="checkbox"/> 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"> <input type="checkbox"/> the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1%. <input type="checkbox"/> the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% 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: £ 20, 000

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>All teachers will complete the 'Adaptive Teaching: Meeting the Needs of students with SEN' training.</p> <p>The strategies in this training benefit all children, not only SEN children. However this will support the high proportion of disadvantaged pupils who also have SEN.</p> <p>Release time for teachers to work with peers to develop approaches.</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</p> <p>EEF Professional Development</p>	1,2,3,4

Release time for senior leader to provide coaching and mentoring to teachers.		
<p>Embedding of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils. Purchase of additional Little Wandle Catch up resources</p> <p>Training for all teaching staff in delivering the phonics and reading lessons. Release time for teaching staff to observe each other. Release time for phonics lead to provide coaching and mentoring.</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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will embed our recently implemented DfE validated maths programme (Maths No Problem!) for Y1-Y6 which is based on Teaching for Mastery.</p> <p>The pupil premium will be used to fund the ongoing subscription and pupil resources for this scheme as well as 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: 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: Improving Mathematics in Key Stages 2 and 3</p>	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive	2

<p>who require further phonics support. This will follow regular assessments to establish specific gaps. Interventions delivered in line</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Tutoring for pupils to support 'catch up' delivered by tutors from the NTP or school based tutors</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4

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

Budgeted cost: £ 11, 610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance through: Promoting need for good attendance Increased monitoring Personalised half termly attendance reports Use of 'fast track systems'</p>	<p>DfE guidance and case studies from other schools</p>	5
<p>Improve the quality of social and emotional learning (SEL) Teaching Assistant to complete ELSA training (5 days) and deliver interventions. Training for all staff on Behaviour Strategies.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £56, 610

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – July 2022

At the end of Key Stage 2, outcomes at the Expected Standard for disadvantaged pupils were broadly in line with those for all pupils in Reading but below in Writing and Maths and RWM combined. No disadvantaged pupils achieved the higher standard. 30% of pupils in this cohort were disadvantaged

At the end of Key Stage 1, outcomes at the Expected Standard for disadvantaged pupils were broadly in line with those for all pupils in Reading and Maths but below in Writing. 58% of this cohort were disadvantaged.

In Year 1 phonics, a greater proportion of disadvantaged pupils than all pupils passed the phonic screening check.

At EYFS, outcomes at GLD and for each separate area for disadvantaged pupils were below those for all pupils. The widest gap was in Maths. 38% of this cohort were disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We did not have any service pupils in the last academic year

The impact of that spending on service pupil premium eligible pupils