

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St. Bartholomew's
Pupils in school	105
Proportion of disadvantaged pupils	9% (10 children)
Pupil premium allocation this academic year	£10, 760 (funding for 8 children)
Academic year or years covered by statement	2019-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Sally Roycroft
Pupil premium lead	Sally Roycroft
Governor lead	Natalie Browne

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Due to Covid 19 no standard assessment carried out so measure not available
Writing	Due to Covid 19 no standard assessment carried out so measure not available
Maths	Due to Covid 19 no standard assessment carried out so measure not available

### Strategy aims for disadvantaged pupils

Measure	Activity
Identify and address gaps in maths and English in Years 1-6.	Address identified gaps through the Hertfordshire back on track materials. Train teachers in their use. Provide access to Lexia and individual intervention in Maths and English.
Improve readiness to learn for pupils who need emotional support to be in the right place to reach their potential both socially and academically.	Whole school introduction of 5 ways to wellbeing. Class sessions booked for Spring 2021. Supplementary sessions for individual therapy where needed.
Barriers to learning these priorities address	Some children receive limited support for learning during lockdown and have found the transition back into learning in school challenging.

	Some children need additional support to fit back in to the school routine and to find their place within their class.
Projected spending	Allocated funding of £10,760

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress score	July 2021
Progress in Writing	Achieve national average progress score	July 2021
Progress in Mathematics	Achieve national average progress score	July 2021
Phonics	Achieve national expected standard in Phonics screening check	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Maths intervention	Interventions for individual pupils over 2 afternoons each week – class 4 until Easter (5 pupil premium children) and then class 3 support (4 pupil premium children)
Reading intervention	Lexia (£882) Additional 1-1 reading, phonic and spelling support for individuals. This includes: Reading before school – 30 minutes (4 days per week) (£777.48) Write words intervention in class 2 (£1554.96) Small group English support in class 3 (2 mornings small group work) (£2,393.82) 1-1 spelling support (£194.37) Additional TA in class-1 day per week (£1,895.80)
Barriers to learning these priorities address	Address an attitude that “I can’t do maths” Support for pupils in reading, writing and spelling to address the gaps where parents are not able to regularly practise and support at home
Projected spending	£8,580.43

## Wider strategies for current academic year

Measure	Activity
Priority 1 Disadvantaged pupils are supported emotionally	Establish a whole school approach to mental health -at whole school level through the 5 ways to wellbeing Forest school sessions (6 days) will be provided for pupil premium children (£486)
Priority 2 Disadvantaged pupils experience a range of enrichment activities.	Disadvantaged pupils attend a funded after school club each term. Disadvantaged pupils in Year 5 and 6 receive part funding to attend the residential trip (4 families - £800)  Families receive funding for uniform and trips (£350)
Barriers to learning these priorities address	Social and emotional wellbeing of disadvantaged pupils. Access to wider opportunities for disadvantaged pupils.
Projected spending	£1,636

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Enough time is allocated to train staff in the back on track materials and time for the subject leader to meet staff	Use of staff meetings for training, planning and review of learning with the subject lead. Subject lead have one morning out of class to observe practice.
Targeted support	Finding a quality teacher to deliver the additional maths teaching. Ensuring enough time is budgeted for to make a difference.	Use of in school staff.
Wider strategies	Engage families to allow their child to take part in a club	Working closely with families, phone call to the harder to reach families to engage families with the opportunity.

### Review: last year's aims and outcomes

Aim	Outcome
An increased number of disadvantaged children make 3 steps progress in both reading and writing.	In Spring term when we came to lockdown all children had made 2 steps progress in reading, writing and maths. We were therefore on track for all of the children to make 3 steps by the end of the summer term.
Teachers will be trained in the delivery of shared and guided reading therefore the teaching of reading is consistently good.	Teachers in classes 2,3 and 4 have been trained and observed. The teacher who was trained in class 1 has now left the school. The new class teacher has been trained in guided reading. She is working alongside a trained TA to increase her knowledge of the teaching of shared reading.
Disadvantaged children have access to opportunities they may not otherwise experience.	Some children missed out on a club in Autumn 2020 but all had joined a club by the Spring term 2020. This lasted for the half term before lockdown and so this opportunity has not been fully embedded. A block of 6 extra forest school sessions were delivered allowing a Year 6 child to lead a group of younger children.