

# Pupil premium strategy statement

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. Bartholomew's
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 21st 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sally Roycroft
Pupil premium lead	Kelly Wall
Governor / Trustee lead	Jennie Arthur

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,450
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,450

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objective is that all pupils, irrespective of their background or challenges faced make good progress and achieve high attainment, developing their subject specific knowledge, skills and understanding across all subject areas.

Quality first teaching is at the centre of what we do, 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 also benefits the non-disadvantaged children at St. Bartholomew's.

This strategy is also central to our wider plans for educational recovery, which includes targeted support through tutoring.

Our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes will respond to common challenges but also to individual needs. It will be based on assessment.

### Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils
2	Assessments, observations and discussions with parents and pupils indicate that children aren't practising their reading at home
3	Observations and discussions with pupils and families have identified a lack of participation in enrichment opportunities which are available. These challenges particularly affect our older disadvantaged pupils and their attainment.
4	Observations indicate that education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. This finding is backed by national studies.

### 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 maths progress for disadvantaged pupils	Maths progress data
Improved reading progress among disadvantaged pupils	Reading progress data
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children will have accessed a sporting club Children in Year 5/6 have taken part in the Young Voices concert
Children are in a positive place to learn as their parents have been given the knowledge to support them at home	Parents have been signposted to parenting courses A parent workshop has been attended to support children learning and playing at home online Children in need of it will have received drawing and talking therapy

## 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: £ 7,350 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional bespoke staff training from reading consultants Herts for Learning Reading Consultant and ALS Phonics.	Quality first teaching and a consistent approach to the teaching of reading ensures all children make the best progress.	2
Pupil progress meetings for pupil premium children Cost of supply for three days.	Assessments need to be unpicked in order to know next best steps for pupil premium children.	1
TA's in every class to support core subjects The TA who works in class 4 is being employed to work in the classroom for an extra morning each week.	Through assessment, it is our Year 5 and 6 disadvantaged children who require additional support across the core subjects.	1
Lexia Core 5 programme has been purchased to use within classes 3 and 4.	Focussed work at each child's level will support their progress in reading and writing	1
Purchase phonically decodable readers – Bug Club, through Pearson's - aligned to our phonics scheme to secure stronger phonics learning and teaching	Strong phonics teaching has a robust evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	2

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

Budgeted cost: £4,00 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reading support Small group comprehension group	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind - in small groups (Small group tuition Toolkit Strand Education Endowment Foundation EEF)	2
1 to 1 reading support before school for 1 child	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind 1 to 1 One to one tuition (education endowmentfoundation.org.uk)	2
1-1 times tables practice 1-1 phonics 1-1 write words	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind 1 to 1 One to one tuition (education endowmentfoundation.org.uk)	1 and 2

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

Budgeted cost: £ 5,100 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free multi sports club each term and an additional funded club of choice for each child throughout the whole year.	Based on our experiences we have identified a need to set money aside to allow this group of children to join in with clubs in order that they feel a sense of belonging to the group. We also know that it is important to involve our disadvantaged children in after school sporting opportunities as this is not something that is accessed by families independently.	3

Support for parents for school trips and uniform	Our experiences know that it is important for children to feel a sense of belonging and for parents to have the safety net of the finance being available for new uniform or to take part in after school trips (such as Young Voices)	4
Support for parents about keeping their children safe online – workshops	Our interactions with parents show that our disadvantaged children are playing online and parents are not aware of what they are doing or playing. They do not have the knowledge to support.	4
Individual pupil conferencing to aid transition	Evidence from established school practice indicates pupils confidence is raised through an advocacy model that without this may be missing for them.	4
Train a teacher to lead our drawing and talking therapy– the basic course. (1 day out for training). Purchase membership of the association to allow the TAs to be supported with their work. 3 TAs working one hour per week to deliver the programme to 3 individuals.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers).	4

**Total budgeted cost: £ 16,450**

## 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.

#### *KS1,2, phonics TT results*

*Our internal assessments during 2020-2021 suggested that the attainment of disadvantaged children was lower than the previous years in the key area of maths. It also showed a slight decline in reading and writing. Progress data showed a much smaller decline with a slight dip across the 3 areas.*

*Our assessment of the reasons for these outcomes points primarily to the covid-19 impact, which disrupted all of our subject areas. As evidenced 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 and targeted interventions to the degree we had intended. The impact was definitely mitigated by our resolution to maintain a high quality curriculum, aided by our live teaching every day and our introduction of google classroom along with a bought in online reading scheme..*

*Our observations and assessments indicate that pupil behaviour, wellbeing and mental health were impacted last year. The impact was particularly felt by disadvantaged and SEN pupils. We used pupil premium funding to provide an adapted curriculum for all, wellbeing support for all and some whole school and targeted interventions. We are building on that in the approach for this year.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
LEXIA	Rosetta Stone, Arlington, Virginia.
Bug Club	Pearson, 80 Strand, London, UK.
Drawing and talking therapy	Drawing and Talking, 4, Langdale Avenue, Mitcham, Surrey
Hertfordshire back on track curriculum	Herts for Learning

## Further information (optional)

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

- *Training for our mental health lead and the continuation of our five ways to wellbeing work which started last year*
- *Offering a wide range of high quality extra curricular opportunities to boost wellbeing. This will include our forest school provision which we are extending this year.*
- *The purchase of 30 chromebooks to allow all children to use their own device in school (rather than sharing) – preparing them for secondary school and giving the children time in school to work using google classroom, giving them further support from a teacher, so that they are confident to use it at home*

*Planning, implementation and evaluation*

*Evidence comes from multiple sources of data including assessments, but also most importantly conversations with parents and teachers in order to identify the challenges faced.*