

Pupil premium strategy statement: St Bartholomew's Primary School

Summary information (academic year 2019/20)			
School	St. Bartholomew's Church of England Primary School		
Academic Year	2019-2020	Total PP budget	£9,240
Total number of pupils	100	Number of pupils eligible for PP	7

Attainment 2018-2019

	Pupils eligible for PP (7)	Pupils not eligible for PP (79)
% achieving expected standard in reading	57%(4 out of 7)	86%
% achieving expected standard in writing	57%	78%
% achieving expected standard in maths	71%(5 out of 7)	80%

Percentage achieving expected or better progress 2018-2019

	Pupils eligible for PP	Pupils not eligible for PP (79)
reading	57% (4 out of 7)	94%
writing	71%	81%
maths	71% (5 out of 7)	82%

Barriers to future attainment

Progress and attainment in reading and attainment in writing
Fewer disadvantaged pupils made expected or better progress in reading than in writing or maths
Fewer disadvantaged pupils are working at the expected standard for their year group in reading and writing
Other needs
Some children eligible for pupil premium also have other factors such as SEND to consider when planning interventions.
For some children, they have experienced many different schools in a short space of time.
For others family breakdown and the experience of less has affected mental health.
External barriers
When children are brought to school and collected by taxi there are difficulties in forming good relationships and having an ongoing dialogue
Where there has been experience of loss and family breakdown the mental health of parents is an issue.
Accessibility to rich extra-curricular experiences is restricted owing to finances.

Outcomes

Desired outcomes and how they will be measured	Success criteria
Disadvantaged pupils will make at least expected progress in reading	In school tracking (using the HfL system) shows that disadvantaged children make positive progress each term for reading
Disadvantaged pupils will take part in the full school experience.	Disadvantaged pupils will have taken part in all class trips and choir trips and a school club.
Disadvantaged pupils who also have identified special educational needs, including those with mental health difficulties will make progress that can be tracked by the INCO. Appropriate support and interventions will have taken place	Disadvantaged pupils who also have a special educational need will have made at least 2 steps progress for reading, writing and maths over the academic year.

Planned expenditure

Academic year		2019-2020				
Desired outcome	Chosen action/ approach	What is the rationale for this choice?	How will you ensure that it is implemented well	Cost	Staff lead	When will you review implementation?
An increased number of disadvantaged children make 3 steps of progress in both reading and writing.	Employment of an additional TA (two mornings per week) to provide focussed support for disadvantaged children. 1-1 support for two children in the infants for specific programme (Fischer family trust). 6 weeks of 30 minutes 1 to 1	In order for the children to make accelerated progress 1 to 1 support on targeted areas will accelerate progress.	Intervention observations will monitor the quality of teaching. Termly progress data will show the impact of the strategy. The infant programme will be evaluated after the 20 sessions have	Additional T.A. support £4,201.56 £1,559.52	Head, the INCO and class teacher	Termly Autumn 2019 – Expected progress – 1 step. All children made at least 1 step progress. 3 children made 2 steps in reading. 2 children made 2 steps in writing. Spring term 2020 Expected progress for the year to date – 2 steps. All children made at least 2 steps. 3

	with class teacher for Year 6 child Lexia log ins for 3 children			£343.50 £98.34 Total £6,202.92		children made 3 steps in reading. 2 children made 3 steps in writing and 1 child made 4 steps.
	Expert led staff meeting 3x expert visits to monitor (3 whole days)	Expert observation will impact on quality first teaching of reading. Where teaching is consistently good or better pupils make better progress. Engaging pupils in reading impacts on pupils vocabulary	The HT and reading expert will observe sessions each term (guided and shared reading)	£1650	HT	Progress in reading Spring 2020 – 2steps progress to date -96% (85/87) 3 steps progress to date -31% (27/87)
	Increased guided reading in KS1 with 4 adults (15 mins following lunch)	Regular guided reading will give the children more practise and through discussion and finding evidence in the text the children's vocabulary will increase.	HT will be part of the delivery of guided reading along with the INCO	No additional cost	HT and KS1 teacher	

Disadvantaged children have access to opportunities they may not otherwise experience.	Provide subsidy for the provision of school trips and uniform. Provide access to an after school club each term	Disadvantaged pupils have interests in the wider curriculum and we want to encourage and support them in meeting their full potential in these areas. We believe that it is essential for disadvantaged pupils to have life experiences alongside their peers so that they have experiences to draw from to understanding in reading.	Providers are selected by subject leaders and class teachers using recommendations and known providers who have previously had a positive impact on children's learning.	Trips - £350 (£50 per child) £1,115	Subject leaders/ class teachers	All children attended 1 after school club from the Spring term 2020
	Forest school sessions for a small group (6 afternoons). Outcomes fed back to parents.	Confidence building and seeing self positively will have a positive impact on mental health	TA to work with forest school leader to make observations of children's progress	£207.60	SR with MG	6 afternoon sessions were held with one PPG child leading the sessions for younger children

			across the sessions.			
Total spend: £9,525.52						