

St Bartholomew's School Pupil Premium Strategy Statement



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	102
Proportion (%) of pupil premium eligible pupils	8
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (2022-2025)
Date this statement was published	Autumn 23
Date on which it will be reviewed	Autumn 24
Statement authorised by	Victoria Mowbray
Pupil premium lead	Kelly Wall
Governor / Trustee lead	Kath Carlisle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,640
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£13,640

Part A: Pupil premium strategy plan

Statement of intent

St Bartholomew's School is committed to ensuring all pupils meet their full potential, irrespective of their background or the challenges they face. We take action against common barriers to learning and challenges for our pupils as well as provide a bespoke approach for our Pupil Premium pupils, tailoring support carefully to meet their needs both academically and emotionally.

We believe that there should be no gap in progress or attainment between Pupil Premium pupils and non-Pupil Premium pupils and apply a whole school approach to meeting their needs. We ensure our Pupil Premium Strategy is integrated into wider plans for curriculum recovery. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality – investing in learning and development for teachers.

All members of staff are empowered and accountable for our Pupil Premium pupils to ensure they are high profile members of the school community and are continually focused on. Quality first wave teaching is crucial for our pupils. The needs of our Pupil Premium pupils are a key focus of teaching and learning. We monitor the provision and progress of our Pupil Premium pupils regularly to ensure we are targeting the right support effectively for each individual pupil. This allows us to make adaptations and changes swiftly when they are needed.

As well as using thorough assessments to identify pupil needs, we also believe parental engagement is key and ensure parents have a voice in how their child is supported. We engage pupils in discussions about their progress, support and aspirations. We provide support for pupils through our trained teaching assistants, teachers and external support to ensure pupils' emotional wellbeing needs are being met.

Challenges

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

Challenge number	Detail of challenge
1	External assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In July 2023 50% of the Year 6 PPG children were below the national standard for reading. This compares with 8% (excluding PPG and SEN) below.
2	Many children in KS1 and EYFS have lower language skills than in previous years. Observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly since the national lockdowns and partial nursery and preschool closures
3	To raise attainment in reasoning and arithmetic skills in maths. External assessments show a dip in the average score achieved by children in maths at the end of KS2. Observations show children are less fluent.
4	Children's handwriting - the handwriting of our vulnerable groups is not as neat and legible.
5	Emotional wellbeing of pupils - our knowledge of our families identifies the need for emotional support for pupils and their families to ensure pupils attend school regularly, are supported at home, are fed and are ready to learn when they arrive
6	Cultural Capital – from discussions with pupils and families, we have identified the need for pupils to access wider opportunities to widen their experience, take part with their peers and improve their wellbeing and engagement in school.
7	Our attendance data for Pupil Premium pupils is generally good, the majority of pupils have excellent attendance. However 25% of our Pupil Premium families have additional intensive support to ensure school attendance.

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 Reading attainment among KS1 and KS2 pupils	Difference has been diminished between Pupil Premium Pupils and non-disadvantaged pupils at the end of each Key Stage. This will be evidenced from external assessments as well as teacher assessment.
Improved speech and language skills in EYFS and Year 1 and 2	Observations and assessment will demonstrate pupils have improved their communication skills. This will impact on

	attainment in the other key areas of learning in EYFS and KS1.
Raised attainment for children in KS2 maths (reasoning and arithmetic).	KS2 maths outcomes by 2024/25 show an increase in percentage of disadvantaged pupils meet the expected standard (dependent on cohort data).
Improved handwriting by the end of KS2 – which in turn will improve writing outcomes at the end of KS2.	Children will feel a sense of pride in the handwriting. It will be legible and they will be able to maintain writing with fluency.
To ensure families have their emotional needs met and pupils have access to food.	Case studies from families where support has been given, observations of pupils in school and conversations with pupils and families about their emotional wellbeing.
Improved opportunities for Pupil Premium pupils to participate in a wider range of activities.	Improved wellbeing, engagement and enjoyment of pupils reported through discussions with pupils and families.
To support children that have poor attendance or are regularly late for school and improve their overall attendance. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance is improved through working with families and outside agencies. Families are supported to arrive at school on time (early) through meet and greet and before school activities. Wellbeing and positive attitudes to attending school are developed through wellbeing and positive relationship initiatives.

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: £ 6900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress meetings with teachers and the PP	Time for ongoing professional dialogues regarding further support for these children will help to keep	1,2,3,4,5,6

Lead / SENCO / Head teachers and support staff (where possible)	this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	
Ongoing ELSA supervision	<p>Improving Social and Emotional Learning (SEL) in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p>	5,7
Little Wandle Phonics	Quality first teaching and a consistent approach to the teaching of reading ensures all children make the best progress. Additional training ongoing.	1,2
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	Through assessment, it is our Year 5 and 6 disadvantaged children who require additional support across the core subjects.	1, 2,3,4,5,6,7

week.		
Accelerated Reader programme has been purchased to use within classes 3 and 4.	Teachers can assess children accurately and clear targets for progress are given. This support their progress in reading.	1
EYFS staff to deliver Wellcomm	Speech and Language is a barrier for pupils accessing and achieving in other areas of the curriculum. Meeting this need will ensure pupils can fully access other areas of the curriculum and demonstrate their learning.	1, 2,

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

Budgeted cost: £ 3,400

Activity	Evidence that supports this approach	Challenge number (s) addressed
Experienced TA to deliver evidence based phonics and writing intervention (FFT) with identified children	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF +5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,5
Small group interventions in Phonics to address gaps	EEF Phonics - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2,

Handwriting intervention delivered by a TA	According to evidence (research conducted by EEF) primary school pupils' writing skills – including spelling, handwriting and typing –need to become automatic so that they can concentrate on the content of their writing.	4
Pre teach sessions with pupils to address misconceptions and remove barriers to learning	https://www.atm.org.uk/write/MediaUploads/Journals/MT262/MT26213.pdf ATM research article - Changing lives and providing equity through pre-teaching and assigning competence: Pre-teaching and assigning competence have a positive impact on children's confidence in themselves as mathematical thinkers	1, 2, 3
Small group support and one to one in Maths to address misconceptions and gaps in learning	EEF – Small group tuition - Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	3
Additional reading sessions to address gaps in learning and to increase their access to the curriculum.	EEF Reading Comprehension Strategies Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,2

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

Budgeted cost: £3440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contact charities for additional funding to support our PPG children access our residential visit.	Studies show positive impacts of outdoor learning and residential trips on mental health and wellbeing. Children feel a sense of belonging and have access to activities that they might otherwise not.	5,6,7
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.	5,6,7
Purchase Reading Books for pupils over the summer from key reading lists	EEF – Parental Engagement - Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	2
Targeted interventions supporting pupils to build positive	EEF - Social and emotional learning – Social and emotional learning approaches have a positive impact, on average, of 4 months' additional	

relationships and boost self-esteem	progress in academic outcomes over the course of an academic year	
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Total budgeted cost: £ 13,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of our internal data shows a general trend of our disadvantaged children making expected progress, yet are below age related expectations. Accelerated progress occurs in class 4.

The well-being of our disadvantaged children is an on going-concern. Covid-19 and resulting partial school closures impacted on our disadvantaged pupils, reducing their access to our pupil premium funded initiatives and interventions to support learning. Although this was some time ago, the impact is clear. We are continuing to address this thought Raising Attainment Through Wellbeing.

Class 1 and Class 2 (YR-Y2) no Pupil Premium Children (2022-2023 has seen an increase in these Year groups).

Year Group	Reading	Writing	Maths
Year 3 PP (1 child)	<p>child made expected progress</p> <p>The PP child is working below age related expectations</p>	<p>child made 2 steps</p> <p>Working below ARE</p>	<p>child made 2 steps</p> <p>Working below ARE</p>
Year 4 PP (3 children)	<p>All PPG children made 4 steps progress and are either securely at or above</p>	<p>All PPG children made 3 or 4 steps</p> <p>two are broadly within ARE and one is above ARE</p>	<p>PP child made 2 steps</p> <p>Working below ARE</p>
Year 5 (3 children)	<p>All PP children made expected progress</p> <p>One PP child made 4 steps progress and is securely at ARE</p>	<p>All PP children made expected progress</p> <p>Two are slightly below ARE</p>	<p>All PP children have made expected progress</p> <p>One PP child made 4 steps</p>

	<p>One PP child made 3 steps progress and is at ARE</p> <p>One PP child is below ARE</p>	<p>One PP child is below ARE</p>	<p>progress and is securely at ARE</p> <p>1 is slightly below and one is 3 steps below.</p> <p>One PP child is below ARE</p>
<p>Year 6</p> <p>(3 children)</p>	<p>All PP children made expected progress</p> <p>PPG+ 3 steps but attainment was below ARE for 2 children</p>	<p>1 PPG made accelerated progress (4 steps)</p> <p>PPG+ (SEN) 2 steps</p>	<p>All PP children have made expected progress and reached ARE</p> <p>PPG+ (SEN) 4 steps did not make ARE</p>

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
Accelerated Reader	Renaissance Learning UK Ltd 14th Floor, Sierra Quebec Bravo 77 Marsh Wall London E14 9SH United Kingdom
Drawing and talking therapy	Drawing and Talking, 4, Langdale Avenue, Mitcham, Surrey
Little Wandle Letters and Sounds	Wandle Learning Trust, Chesterton Primary School, Dagnall Street, London SW11

Elsa Support	2 Clifton Moor Business Village, James Nicolson Link, York. YO30 4XG
Wellcomm	GL Assessment, Vantage West, Great Western Road, London, TW8 9AG