

# 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	Saint Bartholomew's C.E. Primary School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	55 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023,2023-2024,2024-2025
Date this statement was published	1/11/22
Date on which it will be reviewed	July 2023
Statement authorised by	D Meyer
Pupil premium lead	S Larwood/C Johnston
Governor / Trustee lead	L Ryle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175
Recovery premium funding allocation this academic year	£0
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	£76,175

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children are given the best research-led teaching and the highest quality academic support. All children are taught and exposed to a curriculum driven by aspiration that does not place a ceiling on attainment. Our vision and ethos are rooted in the Christian values of respect, perseverance and kindness. We develop curiosity by opening our children's minds to a limitless world of possibilities. We inspire, challenge and support children to achieve and excel in a nurturing environment. It is in this environment that we aim to close the gap in attainment between our disadvantaged and non-disadvantaged pupils.

Our excellent relationships we continue to build with our disadvantaged families helps us to realise this vision. This includes challenging all our children who are at the expected standard to achieve at a greater depth within their relevant curriculum standard. Each child entitled to the Pupil Premium grant is unique in their situation and our response to their needs reflects this. At St Bartholomew's we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach their full potential, regardless of whether they are disadvantaged or not.

The progress and attainment of all pupils at St Bartholomew's is carefully tracked and analysed from a rich field of data in order to monitor progress and develop action plans. We make use of a wide range of educational research, including The Sutton Trust Toolkit, DfE research and the Education Endowment Foundation in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Our embedded growth mind-set culture ensures that we have the highest expectations and that we continually strive to ensure that no child is left behind. Our school value of perseverance is used to give all children the tenacity and determination to achieve at least in line with national expectations. Our key objective in using the Pupil Premium grant is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. Historically pupils at St Bartholomew's achieve and attain well, often at levels much higher than national attainment thresholds. However, there is still a pattern of Pupil Premium pupils at St Bartholomew's not achieving the 'greater depth' standard in statutory assessments.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Post Covid gaps</i> - Catch-up, Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up to achieve age-related expectations across the curriculum, especially in maths
2	Assessment and observation show there is an attainment gap between disadvantaged and non-disadvantaged in reading
3	Attendance and punctuality. Pupil premium attendance 2021/2022 91% compared to 94% for non-disadvantaged children
4	Writing composition. Increase the amount of Pupil premium children achieving GDS
5	Improve reading fluency. Increase the amount of Pupil premium children achieving GDS
6	Improve self-regulation and managing behaviour

## 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
To use a mastery approach in Maths with explicit focus on maths fluency	All children will be at age related expectations. Tracked using standardised assessments. (Puma)
Reading Fluency Development Lessons	All children will be at age related expectations. Tracked using standardised assessments. (Puma)
Embed a mastery approach in the teaching of writing composition	More disadvantaged children achieve the GDS standard in statutory assessments
Children with specific behavioural needs can self-regulate their behaviour and maintain focus in class in for extended periods	All children will have strategies to manage their behaviour and maintain focus in class.

## 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: £ 53000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD: Reading Fluency Development Lessons</i>	<a href="#">EEF: Why Focus on Reading Fluency?</a>	2,4,5
<i>Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. Teacher release time and CPD funded to embed key elements of guidance.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1,2,4,5
<i>Continue to implement highly structured maths</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	1,2

<i>scheme of work and purchase work books for every pupil in Y6 for daily lessons.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
CPD Professional development on evidence-based mastery learning	<a href="#">Year 5 teacher to attend NCETM training KS2-KS3</a>	1
Revised school marking and feedback policy.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_source=/education-evidence/guidance-reports/feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>	

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

Budgeted cost: £ 18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for all PP pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF-Developmental-Progressions-Poster-1.0.pdf?v=1667575737">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF-Developmental-Progressions-Poster-1.0.pdf?v=1667575737</a>	1,2,4,5

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

Budgeted cost: £ 5175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Support Hub (MHST) Supporting pupils' social And emotional needs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3,6
Mental health support hub behavioural needs	<p>The most common reason for exclusion is persistent behaviour that challenges. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://beaconhouse.org.uk/resources/">https://beaconhouse.org.uk/resources/</a></p>	3, 6
Pastoral Worker Timetabled to work with specific children	<a href="https://schoolguide.casel.org/focus-area-3/overview/EEF Behaviour guidance">https://schoolguide.casel.org/focus-area-3/overview/EEF Behaviour guidance</a>	3,6
Breakfast and after school clubs funded by the school	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3

**Total budgeted cost: £ 76175**

## 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.

*Academic year outcomes: 2021-2022*

*Percentages are only for pupil premium children*

*KS1 SATS:*

Reading			Writing			Maths			Phonics screening check	
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS
20%	60%	0%	40%	60%	0%	40%	60%	0%	20%	80%

*KS2 SATS:*

Reading			Writing			Maths			SpAG		
WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
10%	80%	10%	10%	90%	0%	20%	70%	10%	10%	60%	30%

The majority of pupil premium attained at the expected level, however there is still a gap in attainment when achieving the 'greater depth' standard, especially in writing.

Our use of electronic recording systems for all concerns relating to behaviour for learning have pinpointed children who need additional support. Regular learning walks and governor walks have evidenced that learning environments are calm and purposeful.

We have implemented 'High 5', a speech and language intervention. Rapid Phonics and Bug Club phonics. These interventions are forensically monitored through regular pupil progress meetings to make sure that pupils are progressing.

All interventions and strategies implemented are taken from the [Menu of approaches](#)

Absence among disadvantaged pupils was 3% higher than their peers in 2021/22 and unauthorised absence 2.5% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

## Externally provided programmes

Programme	Provider
N/A	