



St Bartholomew's CE Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	<i>St Bartholomew's CE Primary School</i>
Number of pupils in school	<i>135</i>
Proportion (%) of pupil premium eligible pupils	<i>66 children = 49%</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<i>2021-2022 to 2024/2025</i>
Date this statement was published	<i>Feb 2023</i>
Date on which it will be reviewed	<i>Feb 2024</i>
Statement authorised by	<i>Katie Blood Headteacher</i>
Pupil premium lead	<i>Rachel Christie-Davies</i>
Governor / Trustee lead	<i>Nikki Harper</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<i>£ 76665</i>
Recovery premium funding allocation this academic year	<i>£ 4205</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<i>£0</i>
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<i>£80870</i>



Part A: Pupil premium strategy plan

Statement of intent

We believe that children should not be defined or limited by challenges and the structural disadvantages they face but by everything it means to be unique, valued and important with God-gifted potential. We as a school community are committed to ensuring that we address and alleviate barriers to learning that some of our children who are unfairly impacted by socio-economic factors and societal disadvantage. Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent, sustained progress and reach their full potential.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by our vulnerable pupils and aim to provide a holistic, therapeutic safe environment for them to learn and flourish achieving excellence and an expectation of high standards for all of our children across the curriculum.

High-quality teaching is at the heart of our school community approach, with a focus on providing a nurturing, inclusive and inspiring learning space with robust and high expectations for our all children. Excellence in all things for all our children is our intention.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is committed to addressing the emotional and mental health needs of our children facing structural disadvantage so that they can reach their full potential and not be impacted by an unfair and unequal society that values wealth creation in front of the needs of it's children. It is committed to ensuring that our children are ready to learn by providing the primary needs of food, safety and acceptance. We believe that in order for children to learn their basic need for food, safety and positive regard must first be met.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, measuring the impact of interventions and the use of qualitative and quantitative data to ensure accountable use of time, funding and resources. We are then able to reflect upon our interventions and adapt and develop when necessary. We are child-centred and aim to be needs led.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Reflect on and ensure that our school is 'poverty proofed' so that children living with the impact of poverty are not further disadvantaged at school
- Work in a non -discriminatory manner and not limit expectations for any child regardless of socio-economic background and the impact of structural inequalities



Challenges

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

Challenge number	Detail of challenge
1	Observations indicate that our most disadvantaged children present with more challenging behaviour and SEMH needs. This has been exasperated by the recent pandemic. The many transitions and changes have caused many of our already vulnerable children to become more hyper-vigilant, dysregulated and anxious. This has a negative impact on their ability to achieve and learn. Challenging behaviour in the classroom impacts on all our school community – the other children, teachers and support staff and parents.
2	Observations indicate that parents/carers are requesting more support from the school food bank and they report that they are finding it difficult to feed their children. This is catastrophic in terms of children's ability to learn at school and reach their full potential if their primary need of being feed is not met.
3	Lack of parental involvement and engagement due to the school closure. Data collected from parents evening attendance indicates that our more disadvantaged children's parents are less likely to attend parent/carer's evenings and school events.
4	Speech and Language needs. Observations and assessments made by our Reception teacher and Speech Therapist indicate that our children deemed disadvantaged have speech and language needs that have been further delayed by the impact of less exposure and isolation due to lockdown.
5	Children falling behind in specific areas – phonics, fine motor skills and social skills and knowledge gaps growing due to the school closures and lack of exposure during the pandemic. Specific needs if not addressed will impact on progress moving forward throughout school. If gaps in phonics, early reading skills, social skills are not filled then this will impact on further development – this is especially pertinent for our disadvantaged children.

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 behaviour throughout the school	Decrease in exclusions Less incidences of disruptive behaviour and dysregulation. Attendance at Nurture Group intervention Boxall profile used to assess and measure impact. Qualitative data from teachers, parents and external support
Improved emotional intelligence. Children are able to talk about how they feel and are empowered to regulate in order to be ready to learn	Children are able to use the 'Just Right' programme to talk about how they feel. Children are able to use the Programme to modify and regulate their feelings Staff and children use the language of the 'Just Right' programme to reflect and manage feelings and subsequent behaviour Qualitative data from Teachers, parents and outreach support
To achieve and sustain improved wellbeing for all our pupils particularly our disadvantaged children	Significant reduction in bullying and conflict Children are equipped and empowered to use conflict resolution techniques.



	Qualitative data from Teachers, parents and outreach support.
Children are ready to start the school day by being fed and in the Just Right 'Green 'zone'	Disadvantaged children attend breakfast club Healthy breakfast provided Activities in breakfast club are calming, 'green zone activities and help children manage the transition to school so they are ready to learn.
To increase parental and community involvement. To restore parental engagement that has been damaged by school closures and lockdown	Parents attending regular coffee mornings – focus on different topics – reading at home, managing children's behaviour at home, phonics at home, Better attendance at Parent/carer evenings Increase in parents/carers of disadvantaged children attending.
Children with Speech and Language needs are supported and their programmes are delivered. Joined up working between Speech therapy service and school. Speech and Language development needs of children throughout school are addressed and children making progress as monitored in their intervention plans including those disadvantaged children who have been impacted the most	Use of School Start/NELI speech and language programme in Bumblebees. Children receiving support from Speech and Language therapist. TAs delivering programmes to children, liaising and working with Speech Therapist to monitor and support the Speech and Language needs of our children.
Specific needs and knowledge gaps are targeted in small groups. Small groups are used as an effective method to support low attaining pupils or those falling behind.	Use of small group interventions to target children who need support in specific areas and gaps filling in key skills Small groups are monitored, impact measured and accountable by IEP termly reviews and teacher assessment.



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: £21,927 (4 day HLTA wage)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class reviews termly with Inclusion Lead. Teachers assess and review inclusive practice in class. Provision Maps/Inclusive Menus created. Review progress of SEN children, vulnerable/disadvantaged children and child of concern (flagged). Fund teacher release time	Robust, consistent review of the inclusive practices within each class ensures accountability, ability to identify children's progress and understand the factors that may be impacting on the child's development. These can then be addressed and barriers removed.	1,4,5
Fund Teacher release time for PPA.	Robust planning, preparation and assessment time for teachers ensures that high quality teaching is delivered to all children in our school community. Robust formative and summative data is collected to ensure that all pupils are challenged and disadvantaged children's needs are identified and addressed continuously.	1,4,5

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

Budgeted cost: £9,538 (0.5 TA wage)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group provision throughout the school as detailed on Provision Maps/IEPs. Busy hands/ Phonics group/ Numicon groups/ SNIP group – OTHER catch up groups.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	5
Speech Therapist TAs delivering SPALT programmes and small language interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £45,511 + £6,454 (LM wages/Breakfast club staff/ some BHISS funding)



Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to attend Nurture Provision on a twice weekly basis for an afternoon or morning session Just Right programme embedded.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
Whole school embedded use of Just Right programme. Nurture model used as above.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
Breakfast Club	Children need to be fed and have their basic needs met before they can access learning. Due to the recent pandemic and the cost of living crisis more families are struggling financially – this is evidenced in more parents/carers requiring the use of the foodbank or asking for referrals to be made to foodbanks.	2
Parental engagement enhanced through Coffee mornings run by BHISS Specialist teachers. Parental/carers attendance at Parents/Carers evenings.	We are aware of the importance of community support and are firmly committed to St Bartholomew's being an inclusive, welcoming community. We aim to include, support and welcome all parents/carers as we are aware that a robust partnership impacts positively on a child's engagement and progress, this is especially important for our more vulnerable and disadvantaged children	3

Total budgeted cost: £ 83,430



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 2021 to 2022 academic year.

Our teacher assessments and Summer Term tests in Year 6 indicated that:

In **Reading** 63% of **disadvantaged** children were working within expected standards and 0% were working at a greater depth in Summer Tests.

In **Reading** 67% of **all** children were working within expected standards and 4% were working at a greater depth in teacher assessment. In **Reading** 54% of **all** children were working within expected standards and 4% were working at a greater depth in Summer Tests.

In **Writing** 54% of **disadvantaged** children were working within expected standards and 0% were working at a greater depth in Summer Tests.

In **Writing** 56% of **all** children were working within expected standards and 0% were working at a greater depth in Summer Tests.

In **Maths** 56% of **disadvantaged** children were working within expected standards and 0% were working at a greater depth in Teacher assessments. In **Maths** 19% of **disadvantaged** children were working within expected standards and 0% were working at a greater depth in Summer Tests.

In **Maths** 54% of **all** children were working within expected standards and 4% were working at a greater depth in Teacher Assessments. In **Maths** 32% of **all** children were working within expected standards and 4% were working at a greater depth in Summer Tests.

Externally provided programmes

None

Service pupil premium funding (optional)