

Pupil premium strategy statement 2021 - 2024

Reviewed November 2024

This statement details our school's use of pupil premium 2021 to 2024 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 Barnabas Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2023 November 2024
Statement authorised by	Sarah Sheppard
Pupil premium lead	Sally Cornelius
Governor / Trustee lead	Shelley Weeks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£43,485

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas Primary School we have high expectations for every pupil in our school, and believe that with great teaching, supportive relationships with parents and an inclusive approach to meet children's individual needs, every child can fulfil their individual academic and social potential. In order to do this, we engage in a range of strategies to ensure challenge at an appropriate level and provide focused support to overcome individual barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that all children are engaged and able to achieve to their full potential.

Learning interventions and approaches are adopted at a whole school level and are not restricted purely to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding to support developments identified as an area of need for our pupil premium children. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

The staff of St Barnabas Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive intervention and daily support that enables them to close this gap.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that vulnerable learners have access to high quality pastoral and mental health support through our family link worker

➤ when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly, considered the needs of our families and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	KS1 data for Phonics and Reading suggests that disadvantaged pupils are not meeting the standards in phonics and reading, this could be particularly due to the impact of Covid 19 lockdowns.
2	Increase attendance and lower rates of persistent absenteeism for PP/disadvantaged children. <i>This is a key focus for 24-25.</i>
3	Increase parental engagement in school and learning resulting in increased homework completion, readiness for school and, for some, raised aspirations.
4	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
5	Some pupils do not have age appropriate language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.
6	For some pupils the national lockdowns limited life experiences beyond their home and immediate community. These have not necessarily been reinstated. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
7	Some pupils in receipt of PP funding show a decrease in learning behaviours since the national lockdowns. <i>This continues to be an</i>

ongoing issue. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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
- Disadvantaged pupils make at least expected progress from their individual starting points in phonics and reading. - The gap is narrowed in the progress and attainment of PP and non-PP children in end of year phonics assessments and KS1 reading assessments. - Progress of pupils is accelerated so that more able pupils achieve highly.	- Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards. - Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. - Pupils have twice daily opportunities to rehearse, practice and consolidate key skills at their individual level boosting progress. - KS1 phonics groups are ability based to target need across the key stage - Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions
PP attendance meets the school's attendance target of 97%	- The attendance of PP learners meets the school target of 97%. - Family Link Worker meets regularly with the LA Attendance Officer and have a clear plan in place for pupils with low attendance. - Staff are aware of difficulties that may impact PP learners and have plans in place to support these. - Offers of support via free breakfast club are offered to all disadvantaged pupils to reduce issues with lateness.
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	- The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. - Parents of disadvantaged pupils attend parent events e.g. End of Unit sharing events of children's learning, reading workshops - Parent /carers surveys show engagement and satisfaction with school and school life. - Evidence of an increase in parents engaging pupils to access learning at home via

- Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. - Some pupils make better than expected progress. - The gap is narrowed in the progress and attainment of PP and non-PP children.	online tools and shared reading e.g. TTRockstars, Spelling Shed - Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards. - Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders (SENCO). - Pupils have regular/daily opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. - Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. - Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data and ongoing teacher assessments. Intervention groups are changed termly to support need..
- Language acquisition is increased for pupils in receipt of pupil premium funding. - A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.	- All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. - Targeted pupils receive additional speech and language therapy and intervention. - Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading linked to the reading spine for their year group and/or their individual reading ability. - Focused lessons explore ambitious vocabulary. This is displayed and referred to and thus used by the children in their own writing. - Consistent daily implementation of excellent practice and high expectations across the school for reading and phonics. - All teachers engage with Oracy training and implement oracy toolkit in their classrooms. - Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
- All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. - Pupils love learning and have access to an engaging, broad and varied curriculum - All children have access to appropriate technology at home.	- The wider curriculum will provide pupils with a broad, balance curriculum linked to the local and global community in which they live. - Teachers and support staff will plan a wide range of local visits, shared events and experiences to inspire and enhance learning, promote discussion and make it memorable.

	• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • All children have access to spelling shed and TTRockstars at home and school. • Children are given regular opportunities to change their home reading and/or school library book. • Home learning is celebrated and rewarded with dojo points .
• All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.	• Children know and understand the St Barnabas School Rules, Be ready, Be respectful, Be responsible. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • KS2 pupils use mark stations to develop independence in moving on own learning and identifying when they need support and/or challenge. • Children can make appropriate choices in the level of challenge they choose in lessons, guided by the class teacher. • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Forest school, PE and jigsaw sessions are used effectively to develop these learning behaviours.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher/ TA Engagement in CPD including the Maths Hub (cost of cover and resources)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	3, 4, 5, 6, 7
<i>PP Lead Time</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £16,790 + £14,465 + £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Link Worker</i> <i>1:1 Therapy</i> <i>Family support</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	2,3, 4, 5, 6, 7

<i>Reading assistants</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1, 3, 4, 5, 6, 7
<i>Phonics Books</i>	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and have well matched resources to fit teaching are able to have the most impact	1, 3, 4, 5, 6, 7
<i>Tutoring (catch up) 1:1 or small group support</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Small group tuition = +4 Months	1, 4, 5, 6, 7

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

Budgeted cost: £300 + £1,500 + £2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Link worker</i>	EHAP support Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. Behaviour interventions = + 4 Months Social and emotional learning = +4 Months	1, 2, 3, 4, 5, 6, 7
<i>Behaviour support</i>	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. Behaviour interventions = + 4 Months	1, 2, 3, 4, 6, 7

	Social and emotional learning = +4 Months	
<i>Support with funding school trips</i> <i>Uniform/PE kit/forest school kit</i> <i>Free Breakfast club/Enrichment clubs places</i>	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. “Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	2, 3, 4, 5, 6, 7
		2, 3, 6, 7
		2, 3, 4, 6, 7

Total budgeted cost: £ 42,455

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 2022 to 2023 academic year.

Challenge 1: Reading Data shows an improvement across the school. 55% of PP children are assessed as reading at the expected end of year standard for the previous year group with an additional 10% working towards the standard. This is slightly decreased from 22-23. The introduction of phonics in KS1 and as an intervention in KS2 has seen a rapid increase in pupils fluency with Pupil Premium children now in line with their peers in many year groups. In EYFS 60% of PP pupils achieved GLD whilst 64% non PP pupils did the same. This gap is closing over time. 100% of PP children achieved the expected standard in the Year 1 Phonics Screening compared with 83% of non PP children.

November 2024: Reading data continues to improve across the school. Phonics data shows that 80% of pupils achieved the expected standard compared to 86% of all pupils (down from 100% last year). 100% of disadvantaged pupils met the expected standard for reading at KS1 with 33% achieving the higher standard. This compares to 79% of all pupils (32% at higher standard) However, only 50% of disadvantaged pupils met the expected standard for reading at KS2 with 25% achieving the higher standard. This compares to 73% of all pupils (23% at higher standard) It is evident that the gap has closed for those pupils who have accessed RWI since starting at the school but some gap remains for those in UKS2 who did not have the same experience.

Challenge 2: Just 39% of PP children met the expected 97% attendance. This continues to be an area of need to be developed in the coming year. Along with the attendance officer and family link worker closer tracking and chasing of absences needs to be put in place.

November 2024: Just 31% of disadvantaged pupils met the expected 97% attendance target so this continues to be an area of concern. However 46% achieved over 95% attendance and 77% achieved over 90%. This is huge progress from the data this time the previous year (55% achieving over 90%) This needs to remain an area of focus in the new strategy.

Challenge 3: 78% of parents attended parent's evenings with most parents attending either on the day or requesting an alternative appointment. Engagement with online tools, particularly TTRockstars to support online learning has increased across the school. The impact of this has been seen in class. Parents report that they have difficulties in supporting children in learning at home. A strategy to support this will be

developed in 23-24 through videos and workshops to support parent subject knowledge and support strategies.

November 2024: 76% of parents attended parent's evenings in the previous year. Engagement with parent workshops has improved with many parents also engaging with shared ppts online. Additional workshops to engage parents in supporting their children have been offered for phonics, mastering number and times tables. This can be developed further next year to develop areas of weakness such as spelling.

Challenge 4: Reading Data shows an improvement across the school with 71% of PP children reading at the expected standard compared with 39% the previous year. This compares to non PP children also at 71%.

Writing data shows an improvement across the school with 46% of PP children writing at the expected standard compared with 28% the previous year. This compares to non PP children where 55% achieved standard, a gap of 9% compared to a gap of 29% the previous year.

Maths data shows an improvement across the school with 57% of PP children achieving maths at the expected standard compared with 24% the previous year. This compares to non PP children where 71% achieved standard, a gap of 14% compared to a gap of 47% the previous year.

November 2024: 100% of disadvantaged pupils met the expected standard for reading at KS1 with 33% achieving the higher standard. This compares to 79% of all pupils (32% at higher standard) However, only 50% of disadvantaged pupils met the expected standard for reading at KS2 with 25% achieving the higher standard. This compares to 73% of all pupils (23% at higher standard) It is evident that the gap has closed for those pupils who have accessed RWI since starting at the school but some gap remains for those in UKS2 who did not have the same experience.

Writing data shows a decline in KS1 with 0% of disadvantaged pupils meeting the expected standard compared to 64% of all children. There was also a decline in KS2 with 50% of disadvantaged pupils meeting the expected standard compared to 83% of all children. This needs to be an area of focus in 24—27 strategic plan.

Maths data shows a decline in KS1 with 0% of disadvantaged pupils meeting the expected standard compared to 67% of all children (down from 57%) . There was also a decline in KS2 with 50% of disadvantaged pupils meeting the expected standard compared to 70% of all children. 33% of disadvantaged pupils achieved full marks in the multiplication check. This is consistent from the previous year. This needs to be an area of focus in 24—27 strategic plan.

Challenge 5: As shown with data improvements above a key focus across the curriculum on vocabulary has ensured that PP children have not been hindered by lack of language skills. This has become a particular focus in Reading, Maths and wider curriculum lessons. Vocabulary is displayed in classrooms and discussed and explored as part of the learning process. Reading lessons in KS2 have a clear focus on the reading and understanding of new vocabulary to support learners with their understanding of a text.

November 2024: Daily practice continues to focus on the use of vocabulary to support pupils in building their understanding and to enable them to access learning and explain their own understanding. As well as in English, lessons in maths and the wider curriculum have a focus on vocabulary at the start of a lesson.

Challenge 6: PP children have had increased access to visits and experiences outside of the school day. These include all classes having a group visit linked to their curriculum, visits from people of different faiths, author visits, sports star visits, pantomime in school, local area walks, termly visits to church, external sports provision. Our PP children have been offered funding support for after school sports clubs, uniform and access to wrap around care. PP children have had the opportunity to inform the purchasing of new books for the school library on a visit to the bookstore with the Literacy Lead. They were also offered the chance to visit Bath Literary Festival.

Challenge 7: School have a termly value that is discussed and explored through daily collective worship and in classrooms. Learning walks have shown that pupils are encouraged to work independently and develop strategies for resilience through strong models offered by teacher. In KS2, pupils use mark stations to correct their own work and are clear that they then need to correct areas or seek support through a resource or adult support. Children are regularly given the opportunity to select the level of challenge in their tasks, guided by their class teachers. Pupils are guided and challenged by staff whilst being encouraged to build skills for independent learning. Staff use assessment for learning strategies within each lesson to target support and guide learning, offering further challenge where needed. Children work in mixed ability groupings to provide peer support and ensure children have the opportunity to reach their full potential.

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
Read Write Inc Phonics	

Mastering Number KS1	
Mastering Number KS2	