

St. Barnabas C.E Primary School

Pupil Premium Strategy 2021-24

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all people** are **valued, encouraged and cared for**:

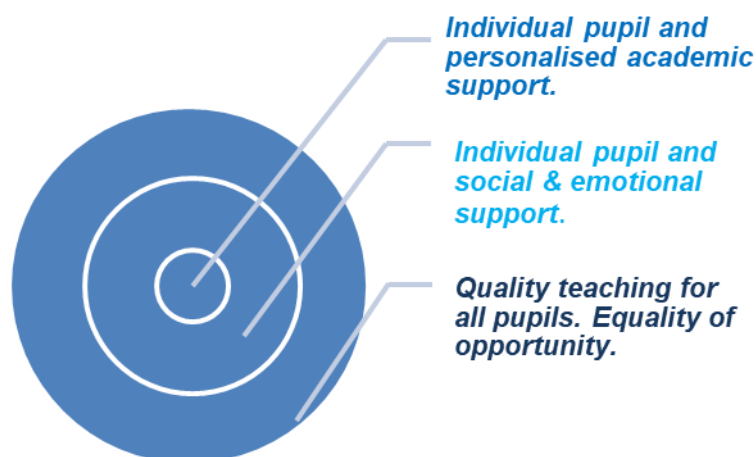
- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world.
Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Pupil Premium Approach:



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	St Barnabas CE Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs Sarah Hanson
Pupil premium lead	Mrs Sarah Cotton
Governor lead	Mr Dean Roberts-Lowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,820
Recovery premium funding allocation this academic year	£3,625
School-led Tutoring Grant (reported separately)	£11,475
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	£153,920

Part A: Pupil premium strategy plan

Statement of intent

At St. Barnabas CE Primary School we aim to:

- **Inspire** the school community to think and feel positively about themselves and others
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

To that end, our intent for our most disadvantaged pupils is to:

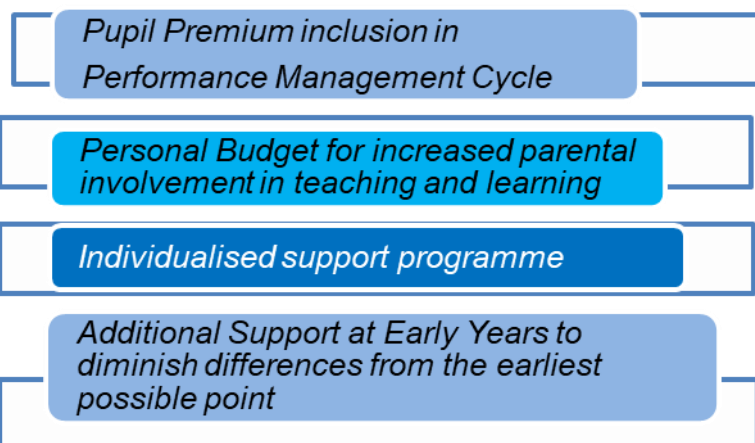
- **Improve outcomes** for all disadvantaged pupils so that the proportion of pupils attaining Age Related Expectations (ARE) **or better** in reading, writing and maths combined compares well to disadvantaged and non-disadvantaged pupils nationally.
- Identify **gaps in knowledge and understanding** and plan an **exciting and ambitious curriculum provision** to help children bridge those gaps and feel confident in their learning and development.
- Offer individual and **personalised academic and mental health support**.
- Further improve **attendance** for all disadvantaged pupils so that all children attend school regularly and on time and are able to benefit from their education.

Key principles of our strategy plan: We will

1. Use the EEF **4 step research toolkit** to ensure the best approach by diagnosing our pupils' needs; use strong evidence to support our strategy; implement our strategy with care and monitor and evaluate its success.
2. Offer intervention and support at the **earliest** possible stage- so that the most disadvantaged pupils '**keep up not catch up**'. To that end a good proportion of additional support is aimed at helping the very youngest children reach their full potential.
3. **Assess the needs** of all disadvantaged pupils.
4. Prioritise the improvement of early **communication skills** including **language and literacy skills**, speech and language development (**oracy**) so that children are able to communicate well both orally and in writing as a basis for their

education and read with confidence and fluency.

5. Apply our **whole school provision for Thrive**, so that all children, including the most disadvantaged are well supported to develop and sustain positive mental health and well-being and children can develop the relationships that help them flourish and learn.
6. Prioritise breadth of opportunity for all, supporting the most vulnerable or disadvantaged to participate fully in **exciting and ambitious experiences** so that they develop self-confidence, resilience and enjoyment of learning.
7. Enrich educational opportunities and life experiences through educational trips, visits and visitors which are fully funded through the PPG where needed.
8. Rigorously track the progress of all pupils and use that information effectively to offer further support and challenge, including for the most able pupils.
9. Prioritise the most disadvantaged for additional support.
10. Work in partnership with parents, carers and external agencies to ensure the best outcomes for disadvantaged pupils.



Challenges

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

Challenge number	Detail of challenge
1	Some pupils have fallen behind or have gaps in reading, writing and mathematics as a result of Covid-19 and the enforced school closures.
2	Communication and Language skills on entry are typically low for many pupils. A high proportion of pupils have entered school with very poor speaking, listening and attention skills, observed through baseline assessments.
3	Some disadvantaged pupils have low self-esteem and self-worth and low resilience. We need to meet the social and emotional needs of disadvantaged children so that they can have high aspirations and achieve well.

4	Significant proportions of pupils who receive the Pupil Premium entitlement are also pupils with SEND and have complex needs that can have an adverse effect on their learning. Those with identified Speech and Language needs/ASD are multi-disadvantaged.
5	Some of our disadvantaged pupils have poor attendance and timekeeping.
6	Some disadvantaged children have been very adversely affected by school closures and this has impacted on their learning behaviours including being independent and self-motivated and an ability to concentrate well and work co-operatively with others.
7	A lack of cultural capital for the most disadvantaged pupils.
8	Some parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support that more advantaged pupils receive at home.

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 outcomes in RWM Combined	<p>Through effective support, CPD and a strong performance management system, ensure that every class has a well-trained, well supported teacher so that all pupils receive quality first teaching on a daily basis.</p> <p>The percentage of pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures.</p> <p>The percentage of pupils who attain ARE+ (High Score/GD) RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures.</p> <p>Disadvantaged children in lower year groups make good or accelerated progress from their starting points and are on a positive trajectory to achieve well by the end of KS2. They are making up for lost time and closing gaps.</p>
Improved communication and language skills in EYFS	<p>The youngest disadvantaged pupils are well supported and have a wealth of opportunities to improve their speaking and listening and attention skills.</p> <p>The very youngest children, including those at pre-school have early language assessments and provision at the soonest opportunity.</p> <p>Disadvantaged pupils and especially those with SEND particularly in the areas of speaking and listening and complex communication are identified early. The EYFS team, including preschool are well supported with early language assessments and identifying those PP pupils most at risk.</p> <p>Parents of disadvantaged pupils are engaged and supported at the earliest time so that they can support and facilitate early language development.</p> <p>Identified pupils receive targeted support and interventions</p>

	<p>for those most at risk of falling further behind.</p> <p>Parents and carers receive the best support, including being signposted to other agencies where needed.</p> <p>Provision is evaluated and modified well in response to progress.</p> <p>Strong progress towards reaching the GLD is evident in the areas of speaking, listening and attention for disadvantaged pupils.</p>
Improved outcomes in EYFS	The proportion of disadvantaged pupils in EYFS who achieve the Good Level of Development (GLD) is in line with national figures
Improved attendance and timekeeping of disadvantaged pupils	<p>Attendance of disadvantaged pupils is greater than 96% and the gap between all pupils and disadvantaged pupils attendance is low (no more than 1%).</p> <p>Families are well supported to make positive changes to attendance and timekeeping so that good habits are made and set.</p>
Improved self- esteem of disadvantaged children	<p>Individual Thrive assessment scores improve over the year for disadvantaged pupils; evidence from learning walks and lesson observations and teacher feedback show that disadvantaged pupils are motivated to learn within lessons.</p> <p>The growth mindset is more evident through pupil voice.</p>
Social and emotional needs are met and as a result learning behaviours show improvement	<p>The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development.</p> <p>Records of pupils receiving school based or external support for mental health and well-being show that provision has made a positive difference in almost all cases.</p>
Multi disadvantaged pupils (PP and SEND) have needs identified, receive targeted support and make progress from their starting points.	<p>SEND monitoring clearly identifies the areas of need of individual pupils and their barriers to learning.</p> <p>Disadvantaged pupils with additional SEND make good progress from their relative starting points.</p>
Improved educational opportunities improve cultural capital and empower disadvantaged children to feel and be included.	<p>Wide range of trips, events and experiences – within and out of school – over the academic year engage, include and inspire disadvantaged pupils.</p> <p>Financial and emotional support removes barriers for disadvantaged pupils.</p> <p>As a result self-esteem builds and well-being, attendance and attainment increase.</p>

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: £ 12,000

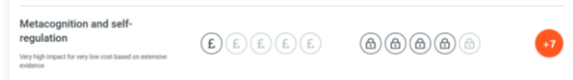
Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc. training to support the teaching of highly quality phonics teaching to close gaps in language and communication skills and promote early reading.	EEF/American Institute for Research 2021 'Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2' pilot project, preliminary findings report.	1,2,6
English (Reading and Writing) and Maths leads training to support the delivery of QFT in core subjects to ensure accelerated progress is made for our PP pupils. Release time for subject leaders to attend network groups & CPD (English Network; GLOW; Science; Computer Hub)	McArdle, K. and Coutts, N. (2010) Taking teachers' continuous professional development beyond reflection: adding shared sense-making and collaborative engagement for professional renewal. Education Endowment Foundation (2020) Improving Literacy at Key Stage 1	1,2,6
New assistant Headteacher trained as a SENCo and DDSL including Mental Health Lead training. Annual safeguarding training for DSL/DDSLs so that disadvantaged pupils are supported at school and in the wider community.	Department for Education (2019) Help, Protection, Education: Concluding the Children in Need review	3,5,8
Thrive Training: annual updates for existing THRIVE trained practitioners; release time to support CPD and	Department for Education (2019) Help, Protection, Education: Concluding the Children in Need review	3,6

professional meetings with colleagues and parents & carers		
NELI training and other Reception baseline assessment training so that all EYFS staff are able to provide QFT to close gaps between PP and non PP pupils in language and communication.	<p>Education Endowment Foundation EYFS Toolkit</p>	2
Whole school SEND training from WCF and NASEN to support our most disadvantaged pupils and understand barriers to learning.	Education Endowment Foundation (2020) Special educational Needs in Mainstream Schools: Evidence Review	4,1
Word Aware further Training and resources in KS1 and 2 (EY staff have already undertaken this)	Education Endowment Foundation EYFS Toolkit	1,2
NPQSL/NPQML training for those leaders who wish to progress and play a key role in driving forward standard and raising attainment for our disadvantaged pupils.	Education Endowment Foundation (2021) Effective Professional Development guidance report	1,3

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

Budgeted cost: £89,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support for those identified from Reception Language Link baseline and other key pupils.	<p>Education Endowment Foundation EYFS Toolkit</p>	2,1
Additional FT adult in EYFS Reception class to give 1:1 and small group support and daily intervention	<p>Education Endowment Foundation EYFS Toolkit</p>	2,6

specifically focussed on CLL and PSED.		
1:1 tuition for those Year 6 who would benefit for a tailored intervention approach to raise attainment, close gaps and achieve ARE in Maths	Education Endowment Foundation (2020) Improving Literacy at Key Stage 2. (recommendation point 7).	1,3,6
DHT and AHT to teach English and Maths Year 6 'booster' intervention groups to close gaps, raise attainment and achieve ARE/GDS in these core subjects.	Education Endowment Foundation (2020) Improving Mathematic at Key Stage 2 and 3. (recommendation point 7).	1,3,6
Additional 0.7 teacher to reduce class sizes in core subject areas in Years 3 & 4	Education Endowment Foundation (2020) Improving Literacy at Key Stage 2. (recommendation point 7). Education Endowment Foundation (2020) Improving Mathematic at Key Stage 2 and 3. (recommendation point 7).	1,3,6
Nurture provision for identified pupils, some of whom have complex needs and multiple disadvantages. KS1 and KS2. Individual Thrive support for identified pupils with high social, emotional well-being need. A member of the SLT trained in the Thrive Approach.	Thrive research programme is based on neuroscience, attachment theory and child development. Also recommended by EEF: Explicit teaching of metacognitive and self-regulatory strategies 	3,6

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

Budgeted cost: £43,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer 15 hours per week and EWO 1 hour per week	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012;	5,8

	London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	
Personal spending fund to support educational outcomes. Parental involvement in selecting e.g. music lessons, residential trips, paid sports clubs.	Inclusion criteria; Attendance research EEF <i>Rapid evidence assessment on attendance interventions for school-aged pupils Protocol for a rapid evidence assessment Principal investigator(s): Jonathan Kay, Rupal Patel, Hannah Blausten, Harry Madgwick</i>	8, 7, 5
Academic and personal mentoring with a qualified child counsellor This also compliments and our whole school Thrive Approach training updated for current practitioners to improve social, emotional and mental health of PP pupils.	The Education Policy Institute (2019) Gibby-Leversuch, Field and Cooke (2019)	1,3,5,6,8
Mental Health and wellbeing training for all staff to support the specific needs of our learners and targeted PP pupils.	Macklem, G. (2011) Evidence-Based School Mental Health Services.	3

Total budgeted cost: £ 144,915

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.

Activity planned 2020-21	Impact	Next steps
<p>Quality of teaching for all:</p> <p>Thrive and Nurture provision</p>	<p>All pupils received class based Thrive assessments; during the year, 35 children received 1:1 or small group Thrive and 4 pupils received 10 hours a week small group SEBD nurture provision, allowing 3 Year 6 pupils to make a positive transition to High school. All individuals showed an improvement in their social and emotional levels during the year.</p>	<p>Continue with termly class Thrive assessments for all pupils; continue with 1:1 and small group provision. Continue with daily x 10 hours a week nurture provision. Review KS1 nurture provision in spring 2023 to meet needs of our youngest pupils. In spring term 2023, class teacher to devise own actions plans to give them greater ownership over content and to further embed Thrive provision within the curriculum.</p>
<p>National Online Safety programme including BCyberwise & Life Caravan</p>	<p>Life caravan work was still delivered virtually; children benefited from age specific high quality provision. During lockdown on-line safety was even more important. Also delivered remotely via Seesaw. Parents received advice from NOS. Pupil voice work showed children feel supported to discuss difficult or personal topics and know how to stay safe on line.</p>	<p>Continue with this provision. During 2022/23, class teachers, in conjunction with the PSHE and Computing subject leaders, are further developing schemes of work to embed internet safety and high quality relationships education as part of our curriculum design. In addition, both subjects are looking at further external agencies and workshops to supplement lessons.</p>
<p>Read, write, Inc/Literacy & Language Development days</p>	<p>Outcomes show gaps in learning and interrupted teaching has affected the most disadvantaged. PSC results were significantly lower than normal, although high quality intervention on return improved this and almost all children are back on track. Online RWI resources were extremely well used both during lockdown and to support parents and teachers on return to school. L & L has been less successful and most staff are only using L&L units where appropriate due to an</p>	<p>Continue with this provision for RWI Development days; stop this provision for L & L to be replaced with the updated KS2 English curriculum & associated CPD from Voice 21 Oracy programme as well as CLPE.</p>

	increase in quality texts being introduced and explored within the classroom. .	
Leadership training	NPQH achieved for 1 DHT NPQEL achieved for 1HT SENCo training on track to be achieved by Jan 2023 Designated Mental Health Lead & MH First Aid achieved for Asst. SENCo 4 middle leaders accepted onto NPQSL Nov 2022 2 middle leaders accepted onto Voice 21 Oracy Leadership Oct 2022	NPQ programme office to middle leaders and aspiring middle leaders; 3 members of staff now enrolled on the NPQSL course that is taught over 18 months. SENCo National Award & DSL training for new AHT from Sept 2021 which will be completed by December 2022.
Targeted Support: Speech & Language Therapy (SALT)	Language Links assessments showed which EY pupils needed targeted support or referral to outside agencies; impacted by on-line and remote provision during lockdown although improved following lockdown when SAL Therapists returned to on-site work. Own school based SAL work had a very positive impact; baseline assessments and ongoing SAL assessments show that 42 pupils still require personalised, regular SALT input from our communications TA.	Continue with this provision. SENCO to meet with clinical lead for schools and look into reinstating service level agreement for September 2023 to meet the growing needs of the SALT register.
Third Space Learning	9 disadvantaged pupils in KS2 had a sustained period of Third Space learning both on site and during lockdown. 1 pupil who did not attend school received this at home until parent removed from role to EHE. 7/9 pupils made at least good progress in maths.	Continue with this provision
Pupil Premium Additional Reading	This was severely impacted by school closures and staffing problems so was not possible to evaluate effectively.	Do not continue with this provision; re-evaluate Spring Term 2022
0.5 Additional Teacher	Excellent impact via small group and individual tutoring specially focussed on Years 5 and 6 to support reaching end of key stage expectations. 20/24 pupils made accelerated progress with this provision	Use tutoring/recovery funding to reinstate this in Autumn Term 2022 for disadvantaged pupils in Years 2 and 6
More Able Maths provision	This was severely impacted by school closures and staffing problems so was not possible to evaluate effectively.	Do not continue with this provision in Autumn Term- ; re-evaluate Spring Term 2023

<p>Other Approaches:</p> <p>Provision of IT equipment</p>	<p>51 devices delivered during lockdown 2020-21. Strong engagement from the majority of disadvantaged pupils. This was closely monitored, and regular contact supported with any difficulties which may have been a barrier. The gaps in learning were clearly identified upon return and supported through a Recovery curriculum or additional support.</p>	<p>Continue to support disadvantaged pupils by providing IT equipment to complete homework and other remote learning; have a plan in place with equipment ready should we face another lockdown.</p>						
<p>Personal Education Benefit Fund</p>	<p>Despite many school trips/residential trips/some music lessons being unable to continue parents & carers were able to access this fund to support with uniform, some school trips/music lessons/school offered and /external clubs.</p> <p>Provision very closely monitored and linked to attendance and engagement.</p>	<p>Continue with this provision.</p> <p>Particularly important to support residential trips for the most disadvantaged.</p>						
<p>Mentor Service</p>	<p>20 pupils received 1:1 academic mentoring or counselling with our qualified child counsellor. This continued in lockdown via remote meetings with parental supervision and agreement for almost all children. Each sequence of counselling sessions is evaluated at the end and includes a written report to school and parents/carers and pupil voice.</p> <p>Some pupils were also referred to external agencies as a result of outcomes including CAMHS, Worcestershire Eating Disorder Unit, Early Help; CAMHS CAST: Reach4Wellbeing & Mentor Link. Outcomes are extremely positive.</p>	<p>Continue with this provision and service. (SLA)</p>						
<p>Attendance Officer & EWO</p>	<p>Attendance for all pupils and all groups of vulnerable learners was above national for the comparable time period last year.</p> <p>See outcomes below.</p> <p>Persistent absence for the most disadvantaged and all pupils also well below national</p> <table border="1" data-bbox="667 1581 1007 1749"> <thead> <tr> <th colspan="2">Persistent Absence</th> </tr> <tr> <th>St. Barnabas 2021</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>5.7%</td> <td>13%</td> </tr> </tbody> </table> <p>Case studies show some significantly improved attendance for individuals who worked 1:1 with the attendance officer.</p>	Persistent Absence		St. Barnabas 2021	National	5.7%	13%	<p>Continue with this provision.</p>
Persistent Absence								
St. Barnabas 2021	National							
5.7%	13%							

Groups	National Average % <i>DfE data October 2021</i>	St. Barnabas 2020-21 %	% difference from National	Attendance TARGET End July 2022
Whole School	95.3	96.9	+1.6	97
Free School Meals	92.2	95.26	+3.06	96.5
Non FSM	96.2	97.54	+1.34	97
Pupil Premium	92.6	95.41	+2.81	96.5
Non PP	96.4	97.53	+1.13	97
EHCP	90.6	93.46	+2.86	96.5
SEN Support	93.4	96.28	+2.88	96.5
Non SEN	95.9	96.36	+0.46	97
EAL	93.4	96.94	+3.54	97
Non EAL	96	96.87	+0.87	97
LAC*		96.71		97

Outcomes 2021-22 Disadvantaged Pupils:

Based on internal assessments and using previous accredited SATs papers or PSC materials or validated test results such as PIRA/PUMA.

End KS2	St. Barnabas	St. Barnabas	St. Barnabas	National disadvantaged
FSM	2022 16 FSM pupils	2021 18 FSM pupils	2019 8 FSM pupils	
Reading	50%	61%	50%	58% 2019 62% 2021 62.4% 2022

Writing	63%	56%	63%	64% 2019 54% 2021 55.6%
Maths	75%	50%	75%	63% 2019 56% 2021 56.5% 2022
Combined	44%	44%	38%	47% 2019 45% 2021 42% 2022

End KS1: FSM	St. Barnabas 2022 14 pupils	St. Barnabas 2021 12 pupils	St. Barnabas 2019 6 pupils	National disadvantaged
Reading	43%	50%	67%	60% 2019 50% 2021 41.6% 2022
Writing	36%	33%	50%	53% 2019 41% 2021 41% 2022
Maths	36%	50%	100%	61% 2019 50% 2021 52% 2022
Combined	36%	33%	50%	49% 2019 36% 2021 37% 2022

Year 1 PSC FSM	St. Barnabas 2022 14 FSM pupils	St. Barnabas 2021 12 pupils	St. Barnabas 2019 17 pupils	National disadvantaged
Phonics	58%	58%	71%	62.8% 2022 52% 2021

Screening Check				70% 2019
End EYFS FSM	St. Barnabas 2022 10 FSM pupils	St. Barnabas 2021 10 pupils	St. Barnabas 2019 11 pupils	National disadvantaged 2021
GLD	40%	40%	45%	49.2% 2022 38% 2021 57% 2019
Average point score		28.6	27.8	29.0

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
None	