

# 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**:

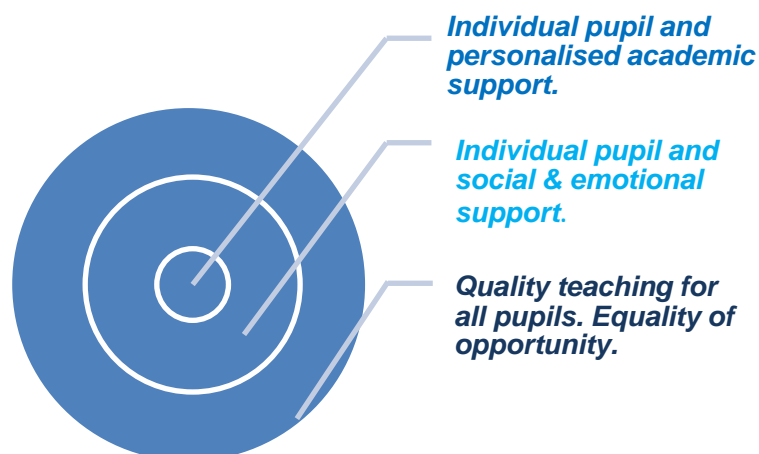
- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** 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	406
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs Sarah Hanson
Pupil premium lead	Mrs Sarah Cotton
Governor lead	Mr Bob Morrison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,665
Recovery premium funding allocation this academic year	£3,516
School-led Tutoring Grant (reported separately)	£15,444
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	<b>£153,625</b>

# 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.

*Pupil Premium inclusion in Performance Management Cycle*

*Personal Budget for increased parental involvement in teaching and learning*

*Individualised support programme*

*Additional Support at Early Years to diminish differences from the earliest possible point*

## Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills on entry are low. A high proportion of pupils have entered school with very poor speaking, listening and attention skills, observed through baseline assessments.
2	Some pupils have fallen behind or have gaps in reading, writing and mathematics as a result of Covid-19 and the enforced school closures.
3	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.
4	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.
5	Some of our disadvantaged pupils have poor attendance and timekeeping.
6	A lack of cultural capital for the most disadvantaged pupils.
7	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.

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.
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## 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
<p><b>Improved outcomes in RWM Combined</b></p>	<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>
<p><b>Improved communication and language skills in EYFS</b></p>	<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 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>

	Strong progress towards reaching the GLD is evident in the areas of speaking, listening and attention for disadvantaged pupils.
<b>Improved outcomes in EYFS</b>	The proportion of disadvantaged pupils in EYFS who achieve the Good Level of Development (GLD) is in line with national figures
<b>Improved attendance and timekeeping of disadvantaged pupils</b>	Attendance of disadvantaged pupils is greater than 96% and the gap between all pupils and disadvantaged pupil's attendance is low (no more than 1%). Families are well supported to make positive changes to attendance and timekeeping so that good habits are made and set.
<b>Improved self- esteem of disadvantaged children</b>	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. The growth mindset is more evident through pupil voice.
<b>Social and emotional needs are met and as a result learning behaviours show improvement</b>	The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development. 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.
<b>Multi disadvantaged pupils (PP and SEND) have needs identified, receive targeted support and make progress from their starting points.</b>	SEND monitoring clearly identifies the areas of need of individual pupils and their barriers to learning. Disadvantaged pupils with additional SEND make good progress from their relative starting points.
<b>Improved educational opportunities improve cultural capital and empower disadvantaged children to feel and be included.</b>	Wide range of trips, events and experiences – within and out of school – over the academic year engage, include and inspire disadvantaged pupils. Financial and emotional support removes barriers for disadvantaged pupils. As a result, self-esteem builds and well-being, attendance and attainment increase.

## 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: £ 15,000

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 (Oracy, 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
Broaden training for the wider SEN leadership team to meet the needs of our most disadvantaged pupils and understand barriers to learning. 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	Department for Education (2019) Help, Protection, Education: Concluding the Children in Need review	3,6

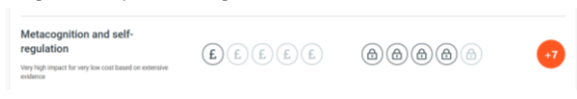
practitioners; release time to support CPD and professional meetings with colleagues and parents & carers		
Whole school SEND training from WCF and NASEN to support our most disadvantaged pupils and understand barriers to learning.	Education Endowment Foundation (2020) Special educational Needs in Mainstream 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 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: £101,968

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.	Education Endowment Foundation EYFS Toolkit 	2,1
Additional FT adult in EYFS Reception and Y1 class to give 1:1 and small group support and daily intervention specifically focussed on CLL and PSED.	Education Endowment Foundation EYFS Toolkit 	2,6
1:1 tuition for those Year 6 who would benefit for a tailored	Education Endowment Foundation (2020) Improving Literacy at Key Stage 2. (recommendation point 7).	1,3,6



intervention approach to raise attainment, close gaps and achieve ARE in Maths		
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
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.	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: £36,657

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; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	5,8
Personal spending fund to support educational outcomes. Parental involvement in selecting e.g. music lessons, residential	Inclusion criteria; Attendance research EEF <a href="#">Rapid evidence assessment on attendance interventions for school-aged pupils Protocol for a rapid evidence assessment</a> Principal investigator(s): Jonathan Kay, Rupal Patel, Hannah Blausten, Harry Madgwick	8, 7, 5

trips, paid sports clubs.		
<p>Academic and personal mentoring with a qualified child counsellor</p> <p>This also compliments and our whole school Thrive Approach training updated for current practitioners to improve social, emotional and mental health of PP pupils.</p>	<p>The Education Policy Institute (2019)</p> <p>Gibby-Leversuch, Field and Cooke (2019)</p>	1,3,5,6,8
<p>Trauma Informed Schools Training for SEND leadership team to complement our existing strong Thrive practice</p>	<p>Macklem, G. (2011) Evidence-Based School Mental Health Services.</p> <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p> <p>Trauma Informed UK schools evidence base/research</p>	3
<p>Mental Health and wellbeing training for all staff to support the specific needs of our learners and targeted PP pupils.</p>	<p>Macklem, G. (2011) Evidence-Based School Mental Health Services.</p>	3

**Total budgeted cost: £ 153,625**

## 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.

Activity planned	Impact	Next steps
<p><b>Quality of teaching for all:</b></p> <p>Thrive and Nurture provision</p>	<p>All pupils received class based Thrive assessments; during the year 37 children received 1:1 or small group Thrive and 6 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.</p> <p>Continue with nurture provision in KS1, when staffing levels allow. Review each half term with KS1 lead in senior management team meetings.</p> <p>Continue with class teachers devising own actions plans to give them greater ownership over content and to further embed Thrive provision within the curriculum.</p> <p>Looking forward, allocate staff meeting time around Thrive training.</p>
<p>National Online Safety programme including BCyberwise (SCARF) and Think U Know</p>	<p>Seb Craig delivered online training and information to parents, informing of how to keep children safe online at home and use of monitoring systems; feedback from parents was overwhelming positive.</p> <p>BCyberwise materials were received well by staff: assemblies were allocated to share key messages.</p> <p>Think U Know materials were launched and embedded into lessons, therefore educating all pupils on online safety skills.</p> <p>Pupil voice work showed children feel supported to discuss difficult or personal topics and know how to stay safe on line.</p> <p>Significant reduction in the amount of on-line incidents or reports of bullying compared to the previous 2 years, showing a positive impact on this work.</p>	<p>Continue with parent workshops, supported by new IT lead, Rebekah Boulter.</p> <p>During 2022/23, class teachers, in conjunction with the PSHE and Computing subject leaders, explored different schemes of work, such as Kapow, to embed internet safety and high quality relationships education as part of our curriculum design. Decision was made to move forward with Kapow due to the lesson plans and coverage.</p> <p>In addition, both subjects are looking at further external agencies and workshops to supplement lessons, this is ongoing.</p> <p>'Think U Know' resources are now being used across KS1 and KS2, embedded into PSHE/IT lessons around internet safety.</p> <p>In light of safeguarding updates from KCSIE September 2023, a priority</p>

		moving forward is to ensure staff are fully trained and keep abreast of IT monitoring and filtering systems.
Read, Write, Inc. development days	<p>Outcomes show gaps in learning and interrupted teaching has affected the most disadvantaged historically.</p> <p>Phonic Screening Check (PSC) results were significantly higher in 2023 (79%) and in line with national outcomes.</p> <p>RWI development days have supported staff to develop a uniform approach to the teaching of RWI and therefore, outcomes have improved.</p>	<p>Continue with this provision for RWI Development days; KR to use TA meeting time to feedback on next steps.</p> <p>Continue with KS1 additional support TA completing Fast Track Phonic work, whereby intensive 2 week intervention helps to move learning on for those pupils falling, or at risk, of falling behind their peers.</p>
Leadership training	<p>3 members of staff have begun their national Professional Qualification in Senior Leadership (NPQSL) in September 2022, this will take 18 months to complete. Impact thus far has been high quality training embedding practices and thus empowering staff. One member of staff has begun NPQ Early Years. Timescales as above.</p> <p>SMT meetings have become more strategic as current research and thinking underpins discussions.</p> <p>SENCO has complete National Award for Special Education Needs, fulfilling a school requirement to have a named and trained SENCO.</p> <p>Voice 21 Oracy Training has had a significant effect on outcomes and been well led across all year groups.</p>	<p>Continue to support staff that wish to develop their leadership skills by offering the new NPQ opportunities to other staff, for succession planning and high quality training.</p> <p>Continue to engage all teachers with other leadership training such as Voice 21, GLOW Maths, Ogden Trust Science/STEM, Worcester City Heads Network and curriculum groups and subject leadership.</p>
<p><b>Targeted Support:</b></p> <p>Speech &amp; Language Therapy (SALT)</p>	<p>Language Links assessments showed which EY pupils needed targeted support or referral to outside agencies.</p> <p>Own school based SALT work had a very positive impact; baseline assessments and ongoing SAL assessments show that 42 pupils still require personalised, regular SALT.</p>	<p>Continue with this provision as recommended by senior speech and language therapist, Greg Douse. In addition, Wordaware program developed in Reception 2021-22 and rolled out to Year 1 2022-23.</p> <p>Finance team agreed to have a lead SALT practitioner and support assistant based in school one day a fortnight to support with the SALT provision in 2023-24.</p>

Third Space Learning	9 disadvantaged pupils in KS2 had a sustained period of Third Space learning. 7/9 pupils made at least good progress in maths.	Continue with this provision, team leader and maths lead to take responsibility for it.						
0.5 Additional Teacher	Unable to continuously provide this in school year 22-23 due to teacher absence. Some high quality additional teaching was undertaken but sporadic due to this.	Redeployment of additional 0.5 teacher to cover PPA and management release time, with some additional teaching due to budget pressures.						
<b>Other Approaches:</b>  Provision of IT equipment	New i-pads and Early Years Tech equipment purchased to support the youngest disadvantaged pupils.	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 a situation requiring remote learning						
<b>Personal Education Benefit Fund</b>	High numbers of parents & carers were able to access this fund to support with uniform, some school trips/music lessons/school offered and /external clubs.  Provision very closely monitored and linked to attendance and engagement.	Continue with this provision.  Particularly important to support residential trips for the most disadvantaged.						
<b>Mentor Service</b>	21 pupils received 1:1 academic mentoring or counselling with our qualified child counsellor. Each sequence of counselling sessions is evaluated at the end and includes a written report to school and parents/carers and pupil voice.  Some pupils were also referred to external agencies as a result of outcomes including CAMHS, WEST Team, Worcestershire Eating Disorder Unit, Early Help; CAMHS CAST: Reach4Wellbeing & Mentor Link.  Outcomes are extremely positive.	Continue with this provision and service.  (SLA)						
<b>Attendance Officer &amp; EWO</b>	Attendance for all pupils and all groups of vulnerable learners was above national for the comparable time period last year. See outcomes below. Persistent absence for the most disadvantaged and all pupils also well below national <table border="1" data-bbox="683 1774 1021 1912"> <thead> <tr> <th colspan="2">Persistent Absence</th> </tr> <tr> <th>St. Barnabas</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>8.4%</td> <td>22.3%</td> </tr> </tbody> </table> Case studies show some significantly improved attendance for individuals who worked 1:1 with the attendance officer.	Persistent Absence		St. Barnabas	National	8.4%	22.3%	Continue with this provision. Work towards returning attendance to our pre-pandemic attendance outcomes and re-establishing excellent attendance habits, attitudes and support for families who are struggling with this.
Persistent Absence								
St. Barnabas	National							
8.4%	22.3%							

Groups	St. Barnabas 2022-23 %	Attendance TARGET End July 2024
Whole School	94.8	97
Free School Meals	93.28	96.5
Non FSM	94.93	97
Pupil Premium	93.28	96.5
Non PP	94.93	97
EHCP	91.51	96.5
SEN Support	92.36	96.5
Non SEN	94.58	97
EAL	94.29	97
Non EAL	94.44	97
LAC	100	97+

Vulnerable Groups Attendance	No. of pupils in group	Sept 2022- July 2023	Sept 2021- June 2022	Sept 2020- July 2021	Comparison/notes
FSM	124	93.28	91.5	95.26	Steadily improving compared to previous year. High mobility within this group plus a few individuals with very poor attendance has impacted this group. Of our 30 PA children, 60% are entitled to FSM. Key focus group.
PP	124	93.28	91.6	95.41	These two groups are currently the same.
LAC	3	100	94.6	96.71	<b>Significantly above national attendance for this group-90%</b>
SEND (all)	88	92.36	91.47	96.28	A slight improvement on this group compared to last year. This group remains a key focus, along with children entitled to FSM, particularly those with poor, sporadic or irregular attendance or lateness. A high proportion of pupils with SEND are also disadvantaged.
EHCP	10	91.5	94.75	92.8	This is affected by a pupil with an EHCP who joined school for 3 months mid year but was unable to travel/attend. This group improves to 92.9% without this pupil, in line with last year but still too low. Last year national attendance for this group was very low at 82%
EAL	82	94.3	93.99	96.94	A small improvement from last year and a further increase in numbers of pupils. Affected by a lot of travel abroad to visit relatives following the pandemic.

### Outcomes 2022-23 Disadvantaged Pupils:

<b>End KS2 FSM</b>	<b>St. Barnabas 2023</b>	<b>St. Barnabas 2022</b>	<b>National disadvantaged</b>
<b>Reading</b>	62%	73%	58% 2019 62% 2021
<b>Writing</b>	75%	82%	64% 2019 54% 2021
<b>Maths</b>	75%	82%	63% 2019 56% 2021
<b>Combined</b>	59%	56%	47% 2019 45% 2021

<b>End KS1: FSM</b>	<b>St. Barnabas 2023</b>	<b>St Barnabas 2022</b>	<b>National disadvantaged</b>
<b>Reading</b>	38%	38%	40% 2021 38% 2022
<b>Writing</b>	38%	31%	27% 2021 31% 2022
<b>Maths</b>	46%	31%	40% 2021 31% 2022

<b>Year 1 PSC</b>	<b>St. Barnabas</b>	<b>St. Barnabas</b>	<b>National disadvantaged</b>
<b>FSM</b>	<b>2023</b>	<b>2022</b>	
	<b>11 pupils</b>	<b>17 pupils</b>	
<b>Phonics Screening Check</b>	57%	58%	50% 2021 64% 2020
<b>End EYFS</b>	<b>St. Barnabas</b>	<b>St. Barnabas</b>	<b>National disadvantaged</b>
<b>FSM</b>	<b>2023</b>	<b>2022</b>	
<b>GLD</b>	40%	45%	38% 2021 57% 2019
<b>Average point score</b>	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*

<b>Programme</b>	<b>Provider</b>
None	