

# St. Barnabas C.E Primary School

## Pupil Premium Strategy 2024-27

### 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**:

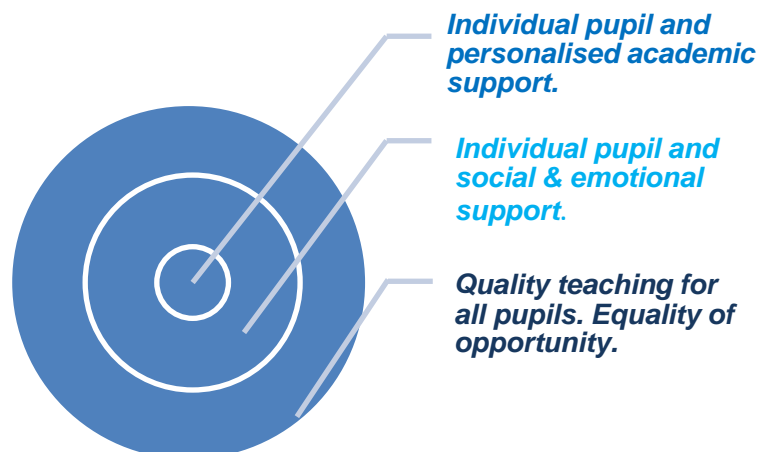
- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** 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 2023 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 CE Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs Sarah Hanson
Pupil premium lead	Mrs Sarah Cotton
Governor lead	Mrs Samantha Hulse

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,120
Recovery premium funding allocation this academic year	£4,313
School-led Tutoring Grant (reported separately)	£2,700
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>£183,133</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 our most disadvantaged pupils have entered school with very poor speaking, listening and attention skills, observed through baseline assessments and transfer of information from specialist services and Early Years providers.
2	Many disadvantaged pupils have a significant word gap on entry to school, with limited vocabulary compared to their peers.
3	On entry to school our most disadvantaged children have had limited engagement with early reading and early maths. Some disadvantaged children have not attended pre-school or nursery settings or have had few opportunities to engage with books, rhymes, songs and counting.
4	As a result of low starting points, limited wider experiences and, the aftereffects of the pandemic disruption, some older pupils have gaps in reading, writing and mathematics.
5	Some of our disadvantaged pupils have poor attendance and timekeeping.
6	Significant proportions of pupils who receive the Pupil Premium entitlement have additional SEND and complex needs that can have an adverse effect on their learning. Those with identified speech and language or cognition needs and/or social, emotional or mental health difficulties are multi-disadvantaged.

7	Some of the most disadvantaged pupils have a lack of cultural capital and very limited experiences and opportunities. As a result, they may have less self-confidence and resilience.
8	Some disadvantaged pupils have low self- esteem, self-worth and resilience. We need to meet the social and emotional needs of disadvantaged children so that they can have high aspirations and achieve well.
9	Some parents of our Pupil Premium pupils are hard 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
<b>Improved communication and language skills</b>	<p>Disadvantaged pupils can speak clearly and fluently so that they can communicate their needs and ideas and take turns in conversations.</p> <p>They are able to use appropriate language and vocabulary and pay attention to the speaker.</p> <p>They can ask questions in an age-appropriate way.</p> <p>Disadvantaged pupils achieve the Good Level of Development at the end of EYFS.</p>
<b>Pupils have a significantly expanded vocabulary</b>	<p>As a result of explicitly taught vocabulary, pupils expand their known words.</p> <p>Pupils use new words confidently in speaking and writing.</p>
<b>Knowledge, understanding and enjoyment of early reading, rhymes, songs and counting</b>	<p>Pupils know a variety of nursery rhymes and songs by heart.</p> <p>Pupils can start to identify common rhyming words and patterns and engage in language play.</p> <p>Can follow along with a story or rhyme, pointing to pictures and making predictions</p> <p>Pupils can confidently navigate books.</p> <p>Pupils actively participate in shared reading and singing activities.</p>
<b>Improved outcomes in RWM Combined</b>	<p>Every child has a well-trained, well supported teacher and receives quality first teaching on a daily basis.</p> <p>All teachers have high expectations for all pupils.</p> <p>The percentage of disadvantaged pupils who attain Age Related Expectations at the end of KS2 is in line with, or better than national averages for all pupils, in reading, writing and mathematics.</p> <p>The percentage of disadvantaged pupils who attain Greater Depth at the end of KS2 is in line with or above national averages for all pupils.</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.</p>
<p><b>Improved attendance and timekeeping of disadvantaged pupils</b></p>	<p>All national guidelines for improving attendance are followed rigorously.</p> <p>Good attendance remains high profile for all pupils, particularly the most disadvantaged.</p> <p>Attendance of disadvantaged pupils is in line with their non-disadvantaged peers and where there are gaps, these are narrowing and on an upward trajectory.</p> <p>Families and pupils are well supported to make positive changes to attendance and timekeeping, so that good habits are made and set.</p>
<p><b>Multi disadvantaged pupils (PP and SEND/EAL) have their needs identified, receive targeted support and make good progress from their starting points</b></p>	<p>SEND monitoring clearly identifies the areas of need and their barriers to learning of individual pupils.</p> <p>Disadvantaged pupils with additional SEND make good progress from their relative starting points.</p> <p>Targeted next steps in learning are in place for all disadvantaged pupils with additional needs, barriers to learning and/or complex needs.</p> <p>Oracy, speech, language and communication, learning to read and PSED are a priority for pupils with the most complex needs.</p>
<p><b>Enhanced educational opportunities elevate cultural capital and empower disadvantaged children, giving them a voice and a place in society</b></p>	<p>All children, regardless of socioeconomic background, have equal access to quality education.</p> <p>Pupils develop a strong understanding and appreciation of diverse cultures and perspectives and think critically about the world around them.</p> <p>Pupils are empowered to express their ideas and opinions.</p> <p>Wide range of trips, visitors, events and experiences – within and out of school engage, include and inspire disadvantaged pupils.</p> <p>Financial and emotional support removes barriers for disadvantaged pupils.</p> <p>Positive impacts are evident through increased self-esteem, well-being, attendance and attainment.</p>
<p><b>Improved wellbeing of disadvantaged children</b></p>	<p>Disadvantaged pupils demonstrate significant improvement in their Thrive assessment scores from the beginning to the end of the academic year.</p> <p>Disadvantaged pupils are actively participating fully in lessons.</p> <p>Disadvantaged pupils are more likely to use positive self-talk and attribute success to effort rather than ability.</p> <p>Disadvantaged pupils demonstrate resilience in the face of challenges and setbacks.</p>

**Parents and carers of disadvantaged pupils are engaged in their child's education, well-being and outcomes.**

A significant increase in the number of disadvantaged pupils' parents or carers attending parent-teacher meetings and workshops.

Positive feedback from teachers and parents on the quality of parent-teacher meetings and workshops with disadvantaged pupils' parents/carers.

Evidence of parents and carers working collaboratively with the school to support their child's education, attendance and well-being.

## 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: £ 17,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 Oracy membership includes CPD, consultancy and leadership development	EEF Oral Language Interventions 2024 Voice 21 Impact Report 2022-23 Oracy Commission Report 2024 “Our ability to articulate ideas, develop understanding and engage with others through speaking and listening shapes our future life chances”. <i>V21 Impact Report</i>	1,2,6,8
Read, Write, Inc. CPD training to support the teaching of highly quality phonics teaching to close gaps in language and communication skills and promote early reading.	Balancing Act: An evidence-based approach to teaching phonics, reading and writing. Dominic Wyse & Charlotte Hacking 2024  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.	2, 3, 4
OPAL (Outdoor Play and Learning) school improvement programme whole school CPD Training	OPAL Impact Report  “To be happy we all need parts of our lives we have control and agency over - play is all about children making choices and controlling their actions. To be well children need exposure to sunlight and natural elements - OPAL increase school grounds use by around 85%” OPAL 2024 EEF Collaborative Learning Approaches	7,8
Maths Hub membership including GLOW Maths CPD for maths leadership team and cascaded to wider teaching and support team.	NCETM Annual report 2023-24 “It has improved teacher subject and pedagogical knowledge and confidence with using the materials – everyone has a secure understanding of mastery and embraces this way of teaching. Each classroom is consistent, from the	3,4,6



	vocabulary to the representations and structures we use”.	
Subject leaders attend local and national networks and engage in high quality CPD. Subject leader release time is prioritised. This supports the delivery of QFT in all subjects to ensure accelerated progress is made for our disadvantaged pupils.	Education Policy Institute Evidence Review “High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider”. 2020  Education Endowment Foundation (2020) Improving Literacy at Key Stage 1	4
Broaden training for the wider SEND leadership team to meet the needs of our most disadvantaged pupils and understand barriers to learning, including cascade training for all teaching and support staff.	DfE Supporting SEND Research and analysis 2021  EEF Adaptive Teaching Bog: Assess, adjust and adapt. “We know that pupils with SEND in mainstream schools have the greatest need for high quality teaching and this requires daily decisions regarding the school learning environment and classroom management” 2021	4, 6, 8
Thrive Training: annual updates for existing THRIVE trained practitioners; release time to support CPD and professional meetings with colleagues and parents & carers	EEF Social and Emotional Learning 2021 DfE Help, Protection, Education: Concluding the Children in Need review 2019  “SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment” EEF 2021	6,8
NPQEYL 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.  This is currently funded by the DfE however, strong leadership is central to our overall PP Strategy.	1,2, 3

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

Budgeted cost: £97,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT team in residence 1 day a week providing immediate access to SALT assessment, intervention and staff training.</p> <p>Disadvantaged children with SALT needs receive daily or weekly speech therapy.</p>	<p>RCSLT (Royal College of Speech and Language Therapists) “ New data suggests that 8/10 children who receive speech therapy show improved outcomes” 2024</p> <p>Social Justice Commission Submission report on the links between speech, language and communication needs and poverty and disadvantage. 2023</p>	1, 6
<p>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.</p>	<p>Education Endowment Foundation EYFS Toolkit EEF Oral Language Interventions 2024</p>	1, 2,3
<p>Additional Small Group Provision ‘The Huddle’ and ‘The Nest’ to provide a lower pupil number learning environment, individual or small group tuition and intervention</p>	<p>EEF Special Educational Needs in Mainstream Schools. Reflecting on your SEND Practice 2022 Guidance recommendations from the report include</p> <ol style="list-style-type: none"> <li>1. Create a positive environment for all pupils without exception</li> <li>2. Build ongoing holistic understanding of your pupils and their needs</li> <li>3. Ensure all pupils have access to high quality teaching</li> <li>4. Compliment high quality teaching with carefully selected small group and one-to-one interventions</li> </ol>	1,6
<p>1:1 Maths tuition for pupils in KS2 who would benefit from a tailored intervention approach to raise attainment, close gaps and achieve ARE.</p>	<p>EEF One to one tuition</p> <p>“One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum”.</p>	4, 8
<p>Teaching and support staff to teach English</p>	<p>EEF Improving Mathematic at Key Stage 2 and 3 2020</p>	4

and Maths Year 6 'booster' intervention groups to close gaps, raise attainment and achieve ARE/GDS in these core subjects.	Small Group Tuition 2024	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer 15 hours per week and EWO 1 hour per week	Attendance interventions rapid evidence assessment 2022 states "Positive impacts were found for both parental communication approaches and targeted parental engagement interventions".  DfE Working Together to Improve School Attendance	5,9
Personal spending fund to support educational outcomes. Parental involvement in selecting e.g. music lessons, residential trips, paid sports clubs.	EEF Parental Engagement 2024 Inclusion criteria; Attendance research EEF "By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading". EEF Closing the disadvantaged gap Parental Engagement 2024	7,9
Nurture/THRIVE 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.	5, 7, 8
Learning Mentor 1:1 sessions for pupils between Years 2-6 who would benefit from this additional support.	EEF One to one tuition EEF Social and Emotional learning	4, 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>	<p>8</p>
<p>Mental Health and wellbeing training for all staff to support the specific needs of our learners and targeted disadvantaged pupils.</p>	<p>Macklem, G. (2011) Evidence-Based School Mental Health Services.</p>	<p>8</p>

**Total budgeted cost: £ 180,133**

## 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 2023 to 2024 academic year.

Activity planned	Impact	Next steps
<p><b>Quality of teaching for all:</b></p> <p>Read, Write, Inc. Leadership including whole school development days</p>	<p>Historically, outcomes show interrupted teaching leads to gaps in learning, affecting the most disadvantaged children.</p> <p>Overall, Phonic Screening Check (PSC) results were significantly lower in 2024 (70%) and below national outcomes. However, the most disadvantaged pupils achieved in line with national (all) and benefitted hugely from high quality phonics teaching.</p> <p>11/14 78.6% FSM pupils in Y 1 passed the PSC.</p> <p>RWI development days have supported staff to continuously improve their practice and the teaching of early reading must remain a high priority.</p>	<p>Leadership support for the new <b>Early Reading Lead</b>.</p> <p>Continue with the provision of <b>RWI Development days</b>.</p> <p><b>Additional adult provision</b> in Early Years, KS1 and KS2 as needed to ensure that all pupils, including the lowest attaining readers, the most disadvantaged and those new to the UK are taught well and receive additional reading support and phonics teaching to ensure they can read fluently.</p>
Leadership training	<p>3 members of staff achieved their national Professional Qualification in Senior Leadership (NPQSL) this academic year. One member of staff is mid way through the National professional Qualification in Early Years Leadership (NPQEYL)</p> <p>This extremely high quality training ensures strategic leadership of our school directly impacts on provision for all pupils, particularly the most disadvantaged in the areas of English, Oracy, Reading, Maths, Early Years, Sport, Play and Curriculum Development.</p> <p>Voice 21 Oracy Training has had a significant impact on outcomes and been well led across all year groups.</p> <p>Outcomes by the end of KS2 are strong (see below) and above national in reading, writing and combined attainment.</p>	<p>Continue to support staff that wish to develop their leadership skills via the <b>NPQ programme</b>.</p> <p>Continue to engage all teachers with wider leadership training such as <b>Voice 21, GLOW Maths, Ogden Trust Science/STEM, Worcester City Heads Network and curriculum groups and subject leadership</b>.</p>
Thrive and Nurture provision	<p>All pupils received class based Thrive assessments; during the year 33 KS1 children received 1:1 or small group Thrive via the Seedlings Group.</p> <p>25 pupils from KS1 and KS2 received individual or small group Thrive sessions for a minimum of 6 weeks.</p> <p>10 KS2 pupils received 10 hours a week small group SEBD nurture provision, for a minimum of one full term. allowing 2 Year 6 pupils to make a positive transition to specialist provision High school.</p> <p>All individuals showed an improvement in their social and emotional levels during the year. Some pupils were signposted to external mental health and wellbeing provision such as CAMHS WEST or</p>	<p>Expand <b>KS1 nurture provision</b> to include The Nest and The Huddle as on site learning support to meet the needs of our current learners.</p> <p>Continue with <b>termly class Thrive assessments</b> for all pupils.</p> <p><b>Continue with 1:1 and small group provision.</b></p> <p><b>Review each half term</b> or more regularly if needed in senior management team meetings.</p> <p>Class teachers responsible for their own actions plans to give greater ownership over content</p>

	additional Children's Services provision via a plan.	and to further embed Thrive provision within the curriculum. Ensure continued high quality <b>Thrive training</b> for all staff groups working with pupils. Ensure induction and new staff training for all newly appointed staff.
National Online Safety programme including KAPOW, BCyberwise and Think U Know	<p>Online safety provision successfully delivered to both pupils and parents in all key stages.</p> <p>Online safety reviewed as part of RSE Consultation (Spring Term 2024) with strong parental engagement and feedback.</p> <p>Online safety learning embedded across the wider curriculum and in place in all key stages.</p> <p>Pupil voice demonstrates that children know how to keep themselves safe online.</p> <p>All incidents are tackled and dealt with effectively and a partnership with parents and carers promoted.</p> <p>Tracking and monitoring shows that most children involved in poor online behaviour do not continue with it once identified and tackled in school. Very few children have more than one incident of poor online behaviour. This is tracked via CPOMS.</p>	<p>Appointment of <b>new Computing Lead</b> September 2024.</p> <p>Continue to prioritise <b>online safety teaching</b> for all pupils but especially the most disadvantaged and vulnerable.</p> <p>Prioritise online safety through <b>oracy and debating</b> to fully embed pupils' understanding and positively impact on their behaviour.</p> <p>Wider work in all key stages around <b>healthy relationships</b> both in person and online and <b>consent</b>.</p> <p>Further increase school provision of <b>Filtering and Monitoring</b> systems via Smoothwall SLA.</p> <p>Prioritise <b>staff training</b> around online safety, the practical management of filtering and monitoring and supporting pupils to manage their online relationships well.</p>
<b>Targeted Support:</b> Speech & Language Therapy (SALT)	<p>Two qualified Speech and Language Therapists work on site for 1 day a week. This includes assessing pupils, providing a programme of support, meeting parents and training staff.</p> <p>Language Links assessments identified which EY pupils needed targeted support or referral to outside agencies. This was highly successful.</p> <p>29 new pupils received direct speech work following assessment by SALT team and having their specialist provision in school, in addition to 24 pupils identified and supported in 2022-23. 17 pupils were successfully discharged from the SALT service.</p> <p>70% of Reception cohort met the Early Learning Goal in Speech, Language and Communication, an increase of 23% from starting points.</p> <p>Baseline assessments and ongoing SAL assessments show a positive impact on all pupils receiving this therapy and provision. It is also well placed to escalate any child making slow or insufficient speech and language progress to be escalated to the specialist SALT Team.</p>	<p>This approach is much more efficient, quickly identifies the children at the point of need and, weekly training and support ensures that the staff delivering the therapy sessions are well trained and well supported.</p> <p>Continue to fund <b>on site weekly Speech and Language Therapy Service</b> for all identified pupils in all key stages.</p> <p><b>Word Aware Programme</b> and <b>Drawing Club</b> to continue as demonstrable positive impact on the areas of speech, language, communication, listening and attention.</p> <p>Expand this provision by <b>further SALT training</b> to school-based staff practitioners so that wider staff including class teachers and support staff are better trained and able to support speech, language and communication within all lessons.</p>

<p>Third Space Learning</p>	<p>10 disadvantaged pupils in KS2 had a sustained period of Third Space learning. 4/10 pupils achieved the Expected Standard in KS2 Maths Tests, which is lower than expected. Children who engaged regularly with this provision achieved well however; numbers of parents would not support their child's attendance. 87.5% of all Y6 disadvantaged pupils (21/24) made good or better progress in maths from their starting points and a good proportion made rapid and accelerated progress.</p>	<p><b>Discontinue</b> with this provision, due to sporadic engagement and lack of parental support for attending this as an after school additional provision. Consider alternative additional support in maths for the most disadvantaged pupils.</p>						
<p><b>Other Approaches:</b>  Attendance Officer  &amp; EWO Provision</p>	<p>Attendance for disadvantaged pupils (FSM, SEND and CLA) was above national by almost 2% by end July 2024, compared to other disadvantaged pupils nationally. (91.9% St. Barnabas compared to 89.8% National FSM; 92.3% compared to 90.4% SEND; 97.7% CLA) Attendance for all pupils was in line with national (94.2% compared to 94.5%) There is still a gap between disadvantaged pupils' attendance and their peers both nationally and at St. Barnabas. Case studies show some significantly improved attendance for individuals who worked 1:1 with the attendance officer on a personal attendance improvement plan. Outcomes and evidence show demonstrable improvements in attendance and timekeeping and reductions in the number and proportions of pupils who are persistently absent for any reason. Persistent absence for the most disadvantaged and all pupils is below national and an area that we work continuously on to improve and reduce.</p> <table border="1" data-bbox="571 1290 911 1429"> <thead> <tr> <th colspan="2">Persistent Absence</th> </tr> <tr> <th>St. Barnabas</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>14.4%</td> <td>21.5%</td> </tr> </tbody> </table>	Persistent Absence		St. Barnabas	National	14.4%	21.5%	<p>Continue with <b>attendance officer and EWO provision</b> and enhance to include weekly attendance meetings and an increased whole school focus. Continue to work towards returning attendance to our pre-pandemic attendance outcomes and re-establishing excellent attendance habits, attitudes and support for any individual pupils and families who are struggling with this.</p>
Persistent Absence								
St. Barnabas	National							
14.4%	21.5%							
<p>Personal Education Benefit Fund</p>	<p>High numbers of parents &amp; carers were able to access this fund to support with uniform, school class based, and residential trips/music lessons/school offered and /external clubs. Provision very closely monitored and linked to attendance and engagement. An extremely high proportion of disadvantaged pupils attend residential trips, have additional funded music or sport provision and attend regular after school clubs and wider opportunities. All disadvantaged pupils are offered financial support and/or other help to be able to access our excellent Personal Development Provision.</p>	<p>Continue with our bespoke <b>Personal Education Benefit Fund</b>.  Particularly important to support residential trips and additional sport and music provision for the most disadvantaged pupils so that they can thrive and have the highest positive impact from wider opportunities available.</p>						

Mentor Service	<p>10 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. Mid-year we needed to unexpectedly re-recruit to this position and are re-training an existing staff member.</p> <p>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 &amp; Mentor Link.</p> <p>Outcomes are extremely positive.</p>	<p>Continue with the <b>Mentor Service provision</b>, also supporting our staff member to achieve the child counselling qualification (already a qualified teacher).</p> <p>Continue to link this provision with other in-school and external providers to ensure that each individual in need is signposted to the best provision to meet their need.</p>
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 enhance learning.

### Outcomes 2022-24 Disadvantaged Pupils:

End KS2 FSM	St. Barnabas 2024 <i>24/62 pupils</i> 39%	St. Barnabas 2023	St. Barnabas 2022	National disadvantaged 2024
<b>Reading</b>	<b>71% (all)</b> <small>Average Scaled Score St Barnabas: 104.8</small>	<b>62%</b>	<b>73%</b>	<b>54%</b>
<b>Writing</b>	<b>75%</b>	<b>75%</b>	<b>82%</b>	<b>52%</b>
<b>Maths</b>	<b>54%</b> <small>Average Scaled Score St Barnabas: 101</small>	<b>75%</b>	<b>82%</b>	<b>56%</b>
<b>Combined</b>	<b>50%</b>	<b>59%</b>	<b>56%</b>	<b>45%</b>



<b>End KS1: FSM</b>	<b>St. Barnabas 2024</b>	<b>St. Barnabas 2023</b>	<b>St Barnabas 2022</b>	<b>National disadvantaged</b> <small>No 2024 National disadvantaged data published at this point due to KS1 SATs no longer being statutory</small>
<b>Reading</b>	<b>64%</b>	<b>38%</b>	<b>38%</b>	<i>54% 2023</i>
<b>Writing</b>	<b>50%</b>	<b>38%</b>	<b>31%</b>	<i>44% 2023</i>
<b>Maths</b>	<b>57%</b>	<b>46%</b>	<b>31%</b>	<i>56% 2023</i>

<b>Year 1 PSC FSM</b>	<b>St. Barnabas 2024</b>	<b>St. Barnabas 2023</b>	<b>St. Barnabas 2022</b>	<b>National disadvantaged 2024</b>
<b>Phonics Screening Check</b>	<b>77%</b>	<b>57%</b>	<b>58%</b>	<b>68%</b>

<b>End EYFS FSM</b>	<b>St. Barnabas 2024</b>	<b>St. Barnabas 2023</b>	<b>St. Barnabas 2022</b>	<b>National disadvantaged 2024</b>
<b>GLD</b>	<b>38%</b>	<b>40%</b>	<b>45%</b>	<b>51.5%</b>
<b>Average point score</b>	<i>TBC</i>	<b>28.6</b>	<b>27.8</b>	<i>TBC</i>

## 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	