

# Pupil premium strategy statement – St Bartholomew’s CE (VC) Primary

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	30
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
Statement authorised by	Anne Collins
Pupil premium lead	Anne Collins
Governor / Trustee lead	Maria Jackson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22 485
Recovery premium funding allocation this academic year	£1885
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£24370

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- At St Bartholomew’s CE Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at St Bartholomew’s CE (VC) Primary, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by some pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.
5	

## 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 maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths)	End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer
To ensure fallen behind children receive targeted high-quality intervention	Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Head teacher identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum	- Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about and increase in PP pupils’ attendance and a decrease in persistent absence.

## 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: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to hire 1 experienced HLTA and TA to work across school. HLTA will work with existing teachers to team teach and work independently with groups for maths and English. HTLA will also provide interventions to ensure all children have achieved learning objectives from the morning session.	EEF based evidence on targeted support.	2
Recruitment and retention of staff to ensure high quality taching	EEF based evidence on recruitment and retention	1

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

Budgeted cost: £ 3350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the-funding-successfully</a> .	1

funding and Pupil premium funding.		
Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school. (Recovery Premium)		
Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.	<a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</a> <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	3
Funding for peripatetic music teacher to deliver 1:1 music lessons	<a href="#">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	3
Breakfast and after school club	<a href="#">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £ 3020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SEND leader to support families with high need SEN and Pupil Premium children.	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a>	2
Vulnerable children to be highlighted and supported through Nurture sessions	Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND	2
Vulnerable Children to be supported by Family Action Behaviour support	Supporting pupils' social, emotional and behavioural needs	3
All children in school to be given opportunity to	Provision of a range of initiatives to extend children's experiences see www.	3

participate in activities which enhance and broaden the curriculum and their learning experiences.	Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit	
This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children and free access to visits inc residential when appropriate	Extracurricular activities, including sports, outdoor activities, arts, culture and trips	3
Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully <a href="https://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4

**Total budgeted cost: £ 24370**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Capacity to ensure highly individualised targeted support for those children with significant SEND needs and disadvantage**

SENCO 2 days a week, KS2 nurture class for mornings

All children have IEPs and are regularly tested with Salford reading tests for progress.

5 children have had emotional support from Family Action

5 EHCPs are now in place

1 has Autism diagnoses

1 accepted for CAHMS support

#### **Greater involvement with families and school to support the social and emotional wellbeing of the pupils. Support for families moving to our new community.**

Support given to integrate families into community and support to links to other agencies.

#### **Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.**

In 2022 residential trip pp paid for

1:1 Music lessons for pp provided

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Collins and Little Wandle
NELI	Nuffield Foundation

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*