

St Barnabas CE Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (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 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	192
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2023 2023 - 2024 2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J Hodgkinson Headteacher
Pupil premium lead	J Hodgkinson Headteacher
Governor lead	B Timmis Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,830
Recovery premium funding allocation this academic year	£0
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	£123,830

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas CE Primary, we have extremely high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. and to 'let their light shine,' no matter what challenges they face the focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve across all curricular areas.

We strongly believe that reaching your full potential is about developing the necessary knowledge, skills, attributes and values required to succeed. Our strategy is to ensure our pupils have access to the highest quality teaching, alongside targeted intervention and access to a rich set of experiences and opportunities to develop talents and interests. We will provide this offer in a coherently planned way, through our well sequenced curriculum, bespoke support and extra-curricular activities.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at St Barnabas we are determined to provide the support and guidance they need to help them overcome these barriers.

A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

Our school's Pupil Premium Strategy will support our plan for education recovery. Plans for this will be based on robust assessment programs and will support children whose education has been worst affected, including non-disadvantaged pupils.

Our strategy is also integral to our plans for education recovery, notably through targeted support from the National Tuition Programme for the pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1.	Delayed speech and language – poor oracy language skills. Families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments.
2.	Social emotional needs
3.	Disadvantaged pupils low on entry attainment compared to all pupils.
4.	Challenging home circumstance; complex family circumstances / poor home environment
5.	Attendance and poor punctuality can cause a significant loss of learning time for pupils
6.	Pupils have limited experiences beyond their home life and immediate community. Disadvantaged more able - Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations

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 outcomes	Success Criteria
A.	To improve speech and language skills in EYFS and KS1 leading to accelerated learning across the curriculum.	Accelerated progress toward achieving GD and ARE throughout their school lives.

B.	Accelerate progress in all areas through EYFS.	Progress of children with deprivation barriers is above expected levels in early years tracking, bringing children closer to age related expectations by the end of EYFS.
C.	Increase the percentage of children achieving GD and ARE in all subjects.	Progress and attainment of PPG pupils at the end of KS2 will be above national. The number of pupils achieving ARE and Greater Depth will increase. All disadvantaged pupils achieve their challenging personal targets.
D.	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, and in pupil and parental feedback. Pupils are settled and ready to learn.	Progress and attainment of PPG eligible pupils will be above national at the end of Key Stage 2. The number of pupils achieving ARE and Greater Depth will improve. Pupils display increased motivation leading to raised levels of self-expectation and achievement. Pupils will demonstrate increased initiative, self-reliance, responsibility, perseverance and commitment.
E.	Provide emotional and social support for identified children and their family to enable families and children have access to the appropriate support e.g. Early help.	Parent surveys indicate parents feel supported, are able to gain access to support if needed and additional barriers alleviated where possible. School's vulnerable register indicates a reduction in the severity of need of identified families as a result of support accessed. School records indicate effective engagement with parents. Weekly behaviour monitoring indicates pupils are settled and ready to learn. Identified pupils make progress in line with and / or above their peers in all areas of the curriculum.
F.	Improved attendance rates for identified pupils and decrease in persistence absence rates, leading to improved attainment and progress across all areas of the curriculum.	Disadvantaged pupils' attendance target is met. Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). Increase in PP pupils' attendance and a decrease in persistent absence.
G.	Pupils have a breadth of experiences that enable them to contextualize their learning, leading to the highest aspirations.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

		100% Pupils eligible for PP attend at least one extra-curricular activity per term.
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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: £33,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language and communication, physical development, early reading and writing.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</p>	<p>1</p>
<p>Embed the school’s English curriculum ensuring that the most vulnerable pupils access high</p>	<p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p>	<p>1,3,6</p>

<p>quality texts, thus impacting on their reading and writing outcomes.</p>	<p>EEF deems QFT to have a disproportionate advantage to disadvantaged pupils. Quality of feedback and policy- EEF and Sutton Trust value verbal feedback as the most effective, high impact, low cost.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF recognises that high quality teaching requires the support factor of sustained professional development, which is broken down into two distinct activities: up-front training and follow-on support.</p>	
<p>Continue to enhance the quality of teaching of phonics. High quality CPD for all staff</p>	<p>EEF research into improving literacy recommends effective implementation of a systematic synthetic phonics scheme in order to explicitly teach pupils a comprehensive set of letter-sounds relationships for reading and sound-letter relationships for spelling</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>From EEF phonics support has a proven impact with average gains of 4+ months.</p> <p>Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.</p>	<p>1, 3</p>
<p>Develop and deepen CT subject knowledge in application of RWM teaching strategies and pedagogies, in order to be specific to individual cohort needs.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>3,6</p>

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth.	Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	3,6
Improve language and communication skills through bespoke speech and language programmes, and language rich environments.	Delayed language skills set the scene for underperformance later in life so it is vital to assess and address speech and language difficulties at the earliest point on entry to school. Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,6

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

Budgeted cost: £63,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an early help offer that will respond swiftly and effectively to any family welfare issues that arise.</p> <p>Provision of a Pastoral and Welfare officer to work with vulnerable children and their families.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>The school situated within the top 20% nationally of social deprivation. 55% pupils are pupil premium and most other families are low income earners. High proportion of families are identified as vulnerable.</p>	<p>2,4</p>
<p>Training and support for staff on strategies to meet pupils’ emotional, health, well-being and pastoral needs.</p>	<p>Social and emotional learning is vital to support pupil progress. Strategies to support effective SEL are especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>

	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.	
Attendance Officer to support and improve children's attendance and punctuality	Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attend	5
Ensure all pupil premium pupils have equality of opportunity to take part in trips, residential, extra-curricular, enrichment and out of school learning opportunities in order to raise aspiration, broaden horizons and improve self-esteem.	Provision of a range of opportunities to extend children's experiences see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Education Endowment Trust Toolkit states that participation in artistic, creative activities has a positive impact on core academic attainment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	6

Total budgeted cost: £ 123,830

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.

Educational Outcomes for 2023 – 2024

Improved outcomes in reading, writing and maths across the school. Summer term data shows that results were consistent with the previous year, with an increased number of children achieving ARE in writing at KS2.

- 85% PP children passed phonics check
- 35% PP children combined ARE in KS1 SATs
- 57% PP children combined ARE in KS2 SATs
- 21% PP children combined GD in KS2 SATs

This target will be kept within the Teaching priority to further develop and ensure long term consistency and allow progress to be built on.

Interventions were more targeted, effective & consistent as evidenced in school's progress data. This target will be kept to further develop the strategies used.

Attendance

Support and improve children's attendance, punctuality and access to learning - Improved levels of attendance for individuals, these numbers continue to be greater than national average:

The attendance of PP pupils was 93.3%, exceeding the national average for PP pupils of 91.8%. The PA rate for PP pupils was 20%, significantly below the national average for PP pupils of 29%, demonstrating the significant impact of use of the Pupil Premium funding to support the school's attendance strategy.

Summary

In this year of additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been successful across the school overall and will continue to be targets for the next academic year to ensure all strategies are well embedded.

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 purchased	

Service pupil premium funding (Not currently applicable)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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