

St Barnabas C of E First and Middle School

'Let all that you do be done in love' 1 Corinthians ch16

v14



Pupil Premium Strategy Statement Plan 2022-3

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
EAW	LAB	November 2022	VI	Ongoing

This statement details our school's use of pupil 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.

School overview

Detail	Data
School name	St Barnabas CE First Middle
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-4
Date this statement was published	Sept 2022
Date on which it will be reviewed	July 2023
Statement authorised by	EAW
Pupil premium lead	EAW
Governor / Trustee lead	Gareth Morgan

Funding overview

Detail													Amount																																																								
<table border="1"> <thead> <tr> <th colspan="13">Deprivation Pupil Premium</th> <th>Total Deprivation Pupil Premium</th> </tr> <tr> <th colspan="2"></th> <th colspan="6">Pupils in Primary year groups</th> <th colspan="6">Pupils in Secondary year groups</th> <th></th> </tr> <tr> <th>School Name</th> <th>School Type</th> <th>Parliamentary Constituency</th> <th>Number of pupils on roll</th> <th>Number of Primary pupils eligible for the Deprivation Pupil Premium</th> <th>Percentage of Primary pupils eligible for the Deprivation Pupil Premium (%)</th> <th>Deprivation Pupil Premium Allocation (£)</th> <th>Number of Secondary pupils on roll</th> <th>Number of Secondary pupils eligible for the Deprivation Pupil Premium</th> <th>Percentage of Secondary pupils eligible for the Deprivation Pupil Premium (%)</th> <th>Deprivation Pupil Premium Allocation (£)</th> <th>number of pupils eligible for the Deprivation Pupil Premium</th> <th>Total allocation for the Deprivation Pupil Premium (£)</th> </tr> </thead> <tbody> <tr> <td>St Barnabas CofE Fir</td> <td>Mainstream Acad</td> <td>Mid Worcestershire</td> <td>211.0</td> <td>173.0</td> <td>39.0</td> <td>22.5</td> <td>54,015</td> <td>38.0</td> <td>7.0</td> <td>18.4</td> <td>6,895</td> <td>46</td> <td>60,910</td> </tr> </tbody> </table>													Deprivation Pupil Premium													Total Deprivation Pupil Premium			Pupils in Primary year groups						Pupils in Secondary year groups							School Name	School Type	Parliamentary Constituency	Number of pupils on roll	Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium (%)	Deprivation Pupil Premium Allocation (£)	Number of Secondary pupils on roll	Number of Secondary pupils eligible for the Deprivation Pupil Premium	Percentage of Secondary pupils eligible for the Deprivation Pupil Premium (%)	Deprivation Pupil Premium Allocation (£)	number of pupils eligible for the Deprivation Pupil Premium	Total allocation for the Deprivation Pupil Premium (£)	St Barnabas CofE Fir	Mainstream Acad	Mid Worcestershire	211.0	173.0	39.0	22.5	54,015	38.0	7.0	18.4	6,895	46	60,910	£60910
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<p>Pupil premium funding allocation this academic year</p> <p>EYPP</p> <p>Autumn £1187</p> <p>Spring £1197</p>																																																																					

Part A: Pupil premium strategy plan

Statement of intent

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When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. 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

- 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 resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

St Barnabas CE First Middle is a Church of England school located in the Drakes Broughton area of Worcestershire. One form of entry R-Y7 with a 26 place Pre-School. The number of pupils on role is 211. The majority of our pupils are of white British ethnicity.

Children with Special Educational needs make up 12% of the school.

Currently, the percentage of pupils eligible for Pupil Premium funding is 23% (October census 2022).

Strategy Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

- For a larger percentage of pupils to reach national expectations, and for higher prior attainment pupils to achieve GDS.
- Ensure any vulnerable families are supported

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better therefore ensuring that the quality of teaching experienced by pupils is improved.
- All our work through the pupil premium will be aimed at accelerating progress, and increase the percentage of pupils achieving age-related expectations
- A wide range of 1-1 interventions and group interventions to support progress in key areas such as reading and emotional wellbeing.
- Additional teaching and learning opportunities provided through trained SLAs or external agencies (CPD)
- Support provided for pupils with emotional wellbeing needs through the nurture support.
- SALT- targeted lower attainers entering school in EYFS

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

What are the key principles of your strategy plan?

At St Barnabas, we recognise that supporting the well-being, mental health and safety of our children is equally as important as raising attainment, so all our priorities are centred around meeting the needs of the whole child.

Challenges

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

Challenge number	Detail of challenge					
1	Narrowing the attainment gap between disadvantaged and all.					
	Reading / Phonics		Writing		Maths	
	School PP	All	School PP	All	School PP	2022 All

	Y1	2022	33%	76%				
	Y2	2022	50%	76%	25%	57%	50%	71%
	Y6	2022	75	71	50%	63%	50%	71%
2	Children with a range of adverse childhood experiences which impact on their ability to process social and emotional issues.							
3	Speech and language – baseline shows group of children with below entry expectations in EYFS							
4	Attendance and punctuality issues. Pupil Premium Attendance 2021-2 89% / Whole School Attendance 2021/2. 95%							
5	Children's access to wider enrichment opportunities.							

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
A higher percentage of Pupil Premium pupils achieve age related expectations in core subjects, and the attainment and progress gap are diminished.	<p>Pupil premium children identified and class teachers aware of the progress they are making.</p> <p>If pupils are not making progress from their starting points, interventions are identified and put in place to address this.</p> <p>Arbor data used to identify children to uplift during progress meetings</p> <p>Internal data used to track children's achievements and gaps discussed at progress meetings meetings.</p> <p>Data reflects a diminishing difference between school attainment and national average.</p> <p>Pupil Premium data improves in line with national data.</p>
Rigorous tracking and monitoring of data used by staff, at all levels, to set smart, meaningful targets for pupils to identify misconceptions, improve rates of progress and implement intervention where needed.	<p>Arbor data system is embedded in school.</p> <p>Provision maps used to identify baseline for intervention and progress made.</p> <p>Expanded to include 'custom pupil groups' to help track intervention groups closely and respond where necessary. (Pupil Progress meetings, professional discussion, pupil data).</p> <p>Data trends across school are on an upward trajectory in all subjects.</p>
The gap in attendance data between PP and non-PP is significantly reduced to bring in line with national figures.	Attendance figures overall show an improving trend and a narrowing of the gap to national.

	<p>Reduced numbers of persistent absence for PP and Non-PP.</p> <p>Attendance meetings demonstrate a reduction in pupil persistent absence.</p>
<p>Pupils can access the social and emotional support they require. Rigorous support is in place to support children who have experienced adverse childhood experiences.</p>	<p>Use of Nurture room increases.</p> <p>Menu of support programmes available for teachers to signpost children.</p> <p>Provision maps in place for individual and group support.</p>
<p>Limits within cultural capital drive enrichment to provide greater opportunities for all PP children Improve pupil aspiration, pupil experiences/enrichment and self-motivation to succeed.</p>	<p>PP children are the priority group for attending clubs- computing, cooking, drama, sport, G&T, homework, dance. Pupil voice used to identify future clubs for each term.</p> <p>All children go on trips organised for their year group, funded by the school where necessary, including residentials</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Examples of aspirational futures provided through visitors, speakers and careers events</p>
<p>Children in pre-school to engage in SALT activities designed to support accelerated language acquisition. (EYPP)</p>	<p>100% of EYPP children to receive additional support for SALT activities.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2790

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>Staff CPD</i>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix</p> <p>CPD £2000</p>	2, 3, 4	<p>Internal CPD-</p> <p>External</p>
<i>Adaptive teaching</i>	<p>Maths mastery – manipulatives</p> <p>£790</p>		

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

Budgeted cost: £54621.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
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<p><i>Interventions-Accelerated Reader; Rapid Reader</i></p>	<p><i>EEF Teaching & Learning Toolkit: small group tuition/ one to one tuition.</i></p> <p>Computer based programme – selection of benchmarked books. Worked on with TA.</p> <p>Establish 1:1 or small groups interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Accelerated Reader licenses = £628 Rapid Reader = £348 Rising Stars assessment = £1554 50% EJ salary = £8620 50% LH salary = £10865</p>	<p>2, 4, 8</p>	
<p><i>Rocket Phonics - interventions</i></p>	<p>EEF (+5 months)</p> <p>Phonics has a positive impact in the development of early reading particularly children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p><i>50% BD salary = £9215</i> <i>50% CB salary = £10487</i></p>	<p>2, 4</p>	
<p><i>Nurture Provision</i></p>	<p>EEF (+4months) 1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.¶</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Lego therapy Sand tray Talking therapies / emotional big picture Meet & greet</p>	<p>2</p>	

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>Residential/Trips Costs</i>	Limits within cultural capital drive enrichment to provide greater opportunities for all PP children Improve pupil aspiration, pupil experiences/enrichment and self-motivation to succeed. £1000	7	
<i>Enrichment</i>	Encourage participation in enrichment to access opportunities not available out of school. <i>NB Swimming funded for pupils through Sports Premium.</i> £1000	7	
<i>IPADS</i>	Access to technology for 'levelling up'.	7	

	£1500		
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Total budgeted cost: £60910

EYPP

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>SALT interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3	<p>?? children receiving intervention</p> <p>Aut / Spring £2384 = PG salary - additional on Monday's to allow for AH sessions.</p>