

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 & Evaluation 2024-2025

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
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VL & LCR	LAB			
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This evaluation 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, and the impact of these actions throughout the Autumn, Spring and Summer term.

School overview

Detail	Data
School name	St Barnabas CE First & Middle
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-5
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	EAW
Pupil premium lead	LCR/ VL
Governor / Trustee lead	?

Funding overview

Detail									Amount
									£63,590
Pupils in Secondary year groups							Total Deprivation Pupil Premium		
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 eligible for the Deprivation Pupil Premium	Percentage of Secondary pupils eligible for the Deprivation Pupil Premium (%)	Deprivation Pupil Premium Allocation (£)	Total number of pupils eligible for the Deprivation Pupil Premium	Total allocation for the Deprivation Pupil Premium (£)	
199.0	38.0	22.5	56,240	7.0	23.3	7,350	45	63,590	

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. 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 include: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance/ punctuality issues. There may also be further complex family situations that prevent children from flourishing. In summary, the challenges are varied and there is no “one size fits all”.

To ensure we are fully aware of strengths and weaknesses across the school, all teaching staff are involved in the analysis of data and identification of pupils.

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 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 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

Situated in the Drakes Broughton area of Worcestershire, Barnabas CE First and Middle is a Church of England, one form entry (Reception - Year 7) with an adjoining 26 place Pre-School. The current pupil enrolment number is: 198. The majority of pupils are of white British ethnicity. Current data shows that pupils with Special Educational needs make up 23% of the school and the percentage of pupils eligible for Pupil Premium funding is 19% (September 2024).

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](#)

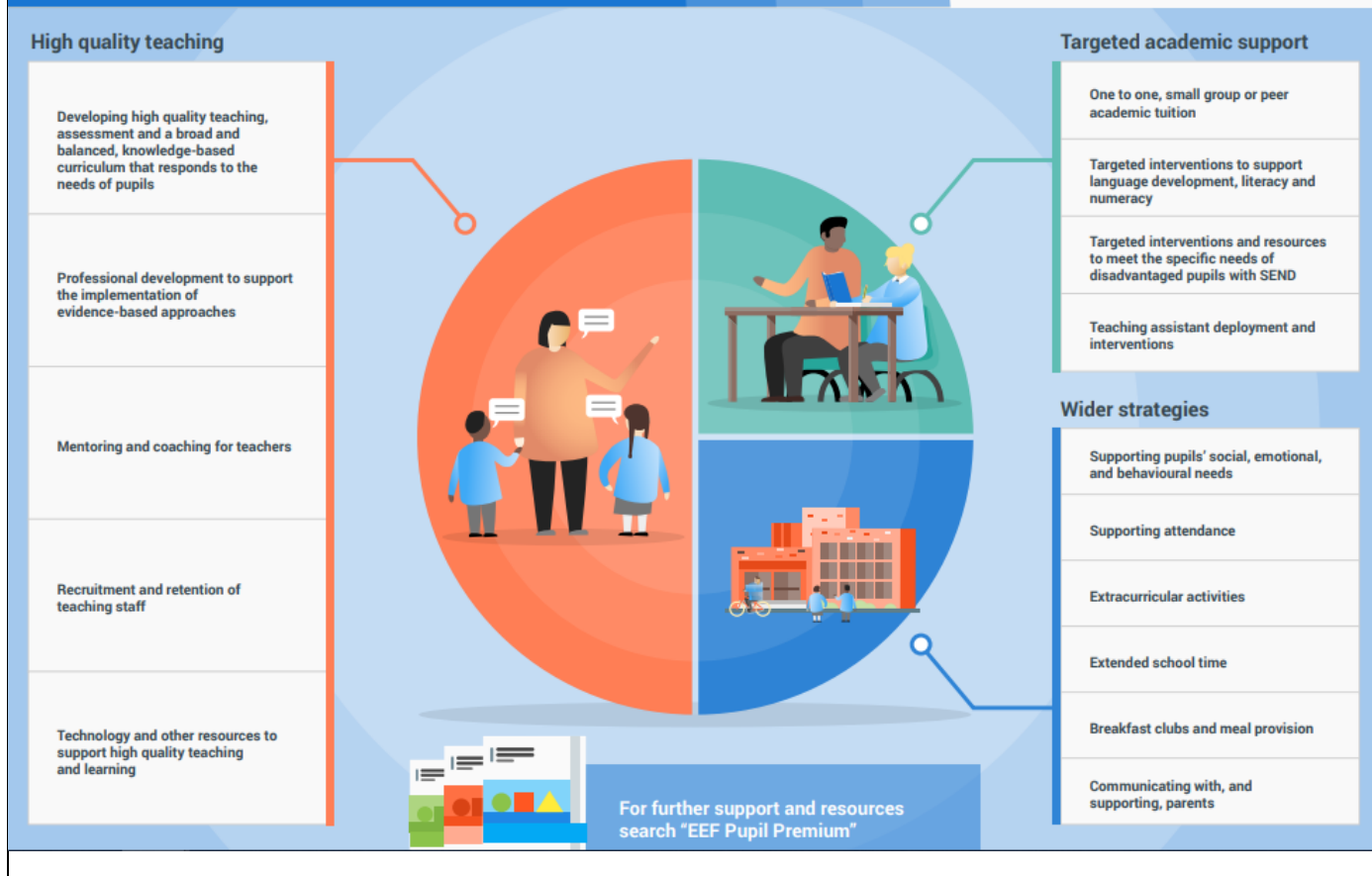
The range of provision the Governors consider making for this group include and would not be inclusive of:

- 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							
I	Narrowing the attainment gap between disadvantaged and all.							
			Reading / Phonics		Writing		Maths	
	2023		School PP	All	School PP	All	School PP	2023 All
	Y1	2023	100%	94%				
	Y2	2023	50%	76%	25%	57%	50%	71%
	Y6	2023	75	71	50%	63%	50%	71%
			Reading / Phonics		Writing		Maths	
	2024		School PP	All	School PP	All	School PP	2023 All
	Y1	2024	100%	100%				

	<p>KS2 data not validated as at November 2024.</p> <p>EYFS GLD 33% PP GLD 70% non PP</p>
2	<p>Children with a range of adverse childhood experiences which impact on their ability to process social and emotional issues.</p> <p>50% of respondees have suffered a significant bereavement</p> <p>33.3% have lived with someone who suffers with mental health</p> <p>‘The impact of living with someone with mental health means that the child/young person requires help and support to understand what is going on and reduce the impact on their health and development.’</p> <p>https://safeguarding.network/content/safeguarding-resources/parental-issues/parental-mental-ill-health/</p>
3	<p>Speech and language – baseline shows group of children with below entry expectations in EYFS</p> <p>WELCOMM assessment evaluation July 2023. St Barnabas has more than the local average of children working below the expected standard in S&L.</p> <p>‘The speech and language needs of the pupils in preschool were slightly greater than the average for Wychavon settings.’</p> <p>Amy Green and Sarah Morris Aug 2023</p>
4	<p>Attendance and punctuality issues. Pupil Premium Attendance 2023-4 91.37%</p> <p>2023-4 96.02%</p>
5	<p>Children’s access to wider enrichment opportunities.</p>

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>A higher percentage of Pupil Premium pupils achieve age related expectations in core subjects, and the attainment and progress gap are diminished.</p>	<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>
<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>	<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>
<p>The gap in attendance data between PP and non-PP is significantly reduced to bring in line with national figures.</p>	<p>Attendance figures overall show an improving trend and a narrowing of the gap to national.</p> <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 2024/25 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: £4,772

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>AUTUMN TERM:</p> <p>SPRING TERM:</p> <p>SUMMER TERM:</p>
<i>Subscriptions</i>	<p>Arbor fees = £2378</p> <p>Times Tables Rock Stars = £99</p> <p>Purchase of Testbase = £295</p>		<p>AUTUMN TERM:</p> <p>SPRING TERM:</p> <p>SUMMER TERM:</p>

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

Budgeted cost: £58,433

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<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 licences = £1,553 Rapid Reader = £380 Rising Stars assessment = £1,003 Rocket Phonics = £420 50% xx salary = £11,488</p>	<p>2, 4, 8</p>	<p>AUTUMN TERM:</p> <p>SPRING TERM:</p> <p>SUMMER TERM:</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>50% xx salary = £11,558 15% xx salary = £3,929</p>	<p>2, 4</p>	<p>AUTUMN TERM:</p> <p>SPRING TERM:</p> <p>SUMMER TERM:</p>

	15% xx salary = £3,730		
<i>Speech and Language Interventions: Reception</i>	EEF (+7 months) Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. 50% xx salary = £11,968		AUTUMN TERM: SPRING TERM: SUMMER TERM:
<i>Nurture Provision</i>	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. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Extensive range of therapies available, depending upon the child's needs. Meet & greet, attendance monitoring, 50% of xx salary = £12,404	2	AUTUMN TERM: SPRING TERM: SUMMER TERM:

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

Budgeted cost: £385

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.	7	AUTUMN TERM: SPRING TERM: SUMMER TERM:
<i>Enrichment</i>	Encourage participation in enrichment to access opportunities not available out of school. Autumn Term: <i>Baking Club - In invite only after school club, run by our Wellbeing Lead £45</i> <i>1 x PP funded place every term for an afterschool club £340</i>	7	
Uniform	Supporting PP in financial crisis with sourcing/ funding uniform	4, 5	AUTUMN TERM: SPRING TERM: SUMMER TERM:

Total budgeted cost: £63,590

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 Aut / Spring £ TBC	3	<i>See: Speech and Language Interventions: Reception</i>

Area	Total
Teaching	£4,772
Targeted Academic Support	£58,433
Wider Strategies	£385
Total spend of £63,590 funding:	£63,590
EYPP	