

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 2023-2024

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date

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	198
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-5
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	EAW
Pupil premium lead	VL & LR
Governor / Trustee lead	Gareth Morgan

Funding overview

Detail													Amount	
1	Pupil												£62340	
2	Deprivation Pupil Premium											Total Deprivation Pupil		
3	Pupils in Primary year groups						Pupils in Secondary year groups				Total number of pupils eligible for the Deprivation Pupil Premium			Total allocation for the Deprivation Pupil Premium
4	Unique Reference Number (URN)	School Name	Number of pupils on roll	Number of Primary pupils on roll	Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium Allocation (£)	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 Allocation (£)		Deprivation Pupil Premium Allocation (£)		
	14617	144334	St Barnabas CofE	183.0	155.0	40.0	25.8	58,200	28.0	4.0	14.3	4,140	44	62,340
	21648													
	21649													
	EYPP													

Activity 2023/24 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: £4737

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<p><i>Staff CPD</i></p>	<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>	<p>2, 3, 4</p>	<p>AUTUMN TERM:</p> <p>Introduction to DSL Training – 5 x staff members - school has a solid network of DDSLs in school to support safeguarding all pupils, including those who are vulnerable learners and in receipt of PP.</p> <p>SPRING TERM:</p> <p>DoWMAT CPD day - Teachers - Writing moderation for all teachers in clusters; Teaching Assistant - Emotional Coaching to support well being and behaviour; Headteachers - Senior Leadership Wellbeing support; Administrators – Wellbeing, resilience, confidence.</p> <p>The Guide - Act on It Counsellors - Teachers - Mental Health and Wellbeing guidance to support children including: identifying issues; correct language for school environment; direct questioning techniques, including those who are vulnerable learners and in receipt of PP.</p> <p>Designated Senior Lead for Mental Health - Assistant Headteacher to commence May 2024.</p>

			<p>Designated Safeguarding Lead Training - Refresher – 2 x Assistant Heads- all DDSLs in school have had full training to support safeguarding all pupils, including those who are vulnerable learners and in receipt of PP.</p> <p>Safer Recruitment training completed by 2 x Assistant Heads</p> <p>SUMMER TERM:</p> <p>Designated Senior Lead for Mental Health - Assistant Headteacher to complete July 2024.</p> <p>SDQ – Pastoral Assessment – Pastoral Lead Summer 2024.</p>
<p><i>Subscriptions</i></p>	<p>Arbor fees = £2395</p> <p>Times Tables Rock Stars = £120</p> <p>Purchase of Testbase (£295+VAT)</p>		<p>AUTUMN TERM:</p> <p>(TTRS) Year 4 MTC practice: Class mean score has risen from 8 to 15.2.</p> <p>100% of PP chn (4) have increased their score since the end of Y3.</p> <p>(Arbor) 9/21 of persistently absent PP children who are monitored for attendance have improved since Autumn 1.</p> <p>5/21 have attendance 90%+</p> <p>SPRING TERM:</p> <p>(TTRS) Year 4 MTC practice: Class mean score has risen from 15.2 to 19.3.</p> <p>100% of PP chn (4) have increased their score since end of Autumn.</p> <p>2 PP children are achieving a score of 23+</p>

			<p>(Arbor) 10/21 persistently absent PP children who are monitored for attendance have improved since Autumn 1. 4/21 have attendance 90%+</p> <p>*Snap Assessments subscriptions will not be renewed - SENDCo feels it is having limited impact. Testbase will benefit a wider range of pupils, including those in receipt of PP.</p> <p>SUMMER TERM: (TTRS) 3/5 x Y4 children doubled their score comparing Sept to MTC results. 100% of PP chn (5) have increased their score since the start of the year.</p> <p>(Arbor) 12/21 persistently absent PP children who are monitored for attendance have improved across this academic year since Sept. 3 PP children have attendance 95%+</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £64924

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>Interventions- Accelerated Reader, Rapid Reader</i>	<i>EEF Teaching & Learning Toolkit: small group tuition/ one to one tuition.</i> Computer based programme – selection of benchmarked books. Worked on with TA.	2, 4, 8	AUTUMN TERM: Rapid Reading (led by xx): Year 4 - 100% of PP children involved in Rapid Reading intervention are making excellent progress

Establish 1:1 or small groups interventions for disadvantaged pupils falling behind age-related expectations.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>

Accelerated Reader licences = £628

Rapid Reader = £348

Rising Stars assessment = £1554

Rocket Phonics = £175

50% xx salary = £8620

through the stages (average of 98% accuracy in assessments)

Year 5 - 100% of PP children involved in Rapid Reading intervention are making excellent progress through the stages (no final assessment as yet - planned for Spring 1 at the end of the stage; however reading ages have increased by 19 months and 29 months).

Accelerated Reader (led by xx):

September 2023 - January 2024 assessment period

Year 3 - 100% of PP children made accelerated progress in reading during the Autumn term, with an average of 8 months progress in their reading ages.

Year 4 - 100% of PP children made accelerated progress in reading during the Autumn term, with an average of 15 months progress in their reading ages

Year 5 - 63% of PP children made accelerated progress in reading during the Autumn term, with an average of 12 months progress in their reading ages.

Year 6 - 67% of PP children made accelerated progress in reading during the Autumn term, with an average of 12 months progress in their reading ages.

Year 7 - 67% of PP children made accelerated progress in reading during the Autumn term, with an average of 13 months progress in their reading ages.

SPRING TERM:

Rapid Reading (led by xx):

Year 5 - 100% of PP children involved in Rapid Reading intervention are making excellent progress through the stages (100% accuracy in benchmark

		<p>book assessment in comprehension and spelling) and moved onto next level - 7a. Reading ages have improved by 8 months in 4 months.</p> <p>Year 6 - 100% of PP children involved in Rapid Reading intervention are making excellent progress through the stages (average of 98% accuracy in assessments) and moved onto next level - 8a. Reading age has improved by 8 months in 4 months.</p> <p>Accelerated Reader (led by xx): <i>January 2024 - April 2024 assessment period</i></p> <p>Year 3 - 50% of PP children made progress in reading during the Spring term, totally an average of 10 months progress in their reading. 25% of PP children now have a reading age above their chronological age.</p> <p>Year 4 - 100% of PP children made progress in reading during the Spring term, totally an average of 9 months progress in their reading. 50% of PP children now have a reading age above their chronological age.</p> <p>Year 5 - 82% of PP children made progress in reading during the Spring term, totally an average of 14 months progress in their reading (67% of which have increased their reading age by 15-30 months). 28% of PP children now have a reading age above their chronological age (of which 10% of these pupils are reading within one year of their chronological age)</p> <p>Year 6 - 80% of PP children made progress in reading during the Spring term, totally an average of 12</p>
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		<p>months progress in their reading (60% of which have increased their reading age by 10+ months). 40% of PP children now have a reading age above their chronological age.</p> <p>Year 7 - 50% of PP children made progress in reading during the Spring term, totally an average of 6 months progress in their reading (17% of which have a reading age 2+ years above their chronological age.</p> <p>SUMMER TERM:</p> <p>Rapid Reading (led by xx):</p> <p>Year 3 – 100% of children (2 x PP children) made smaller amounts of progress in the final term. Further interventions, Rocket Phonics, to be used next academic year.</p> <p>Year 4 – 100% of children (1 x PP child) has increased reading age by 1 year 4 months – still not in line with chronological age as yet. Interventions to continue next academic year.</p> <p>Year 5 – 50% (1 x PP) reading age has increased by 2 years and 4 months and now above his chronological age. No further interventions required.</p> <p>Year 6 - 100% of PP children making steady progress with level 8a. Interventions to continue next academic year.</p>
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<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 = £8620</p> <p>25% xx salary = £4310</p> <p>xx salary = £4374</p>	<p>2, 4</p>	<p>AUTUMN TERM:</p> <p>KSI Phonics (led by xx): 100% of Year 1 children involved in Year 1 Phonics interventions are making excellent progress through the stages: 5/40 - Autumn Phonics screening; 37/40 on Spring Phonics screening.</p> <p>Rocket Phonics (led by xx): 1 x Y3 PP child attended Rocket Phonics: start of Autumn 2 phonics screening: 17/40; Start of Spring 1 phonics assessment: 12/40. Taken off school register as of 27.11.23; returned to school register 18.01.24. 1 x Y3 child is now attending Reception for phonics interventions, in the role of a peer teacher. 1 x Y4 child attending Rocket Phonics: start of Autumn 2 phonics screening: 22/40; 88/100 high frequency words (mid-way through autumn 2); start of Spring term 1 phonics screening: 39/40 Start of Spring term 1 HF words 94/100. 1 x Y4 PP child attended Rocket Phonics: start of Autumn 2 phonics screening: 22/40; start of Spring 1 phonics screening: 20/40. Taken off school registers as of 27.11.23. Returned to school register 18.01.24.</p> <p>SPRING TERM:</p> <p>KSI Phonics (led by xx): 100% of Year 1 children involved in Year 1 Phonics interventions continue to make excellent progress. 100% Phonics Screening pass rate in Spring 2. One PP child scored 5/40 - in Autumn Phonics screening and continues to score 36+/40 in assessments. Phonics intervention support with xx to continue</p>
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		<p>until June 2024, including xx TA supporting daily reading and supporting activities.</p> <p>Rocket Phonics (led by xx): 1x Y3 PP child attended Rocket Phonics: start Spring 1 phonics assessment: 12/40. Taken off school register for a period of time (see above). Spring 2 assessment shows progress, now achieving 19/40. Provision to continue.</p> <p>1 x Y3 child is now engaging with Rocket Phonics and will be receiving targeted support throughout.</p> <p>1 x Y4 child attending Rocket Phonics has experienced great progress and attainment; Spring phonics screening: 39/40</p> <p>1x Y4 PP child attended Rocket Phonics: start of Autumn 2 phonics screening: 22/40; start of Spring 1 phonics screening: 20/40. Taken off school register (see above). Spring 2 assessment: 28/40.</p> <p>SUMMER TERM:</p> <p>KSI Phonics (led by xx) 100% Phonics Screening pass rate in Spring 2. One PP child scored 5/40 - in Autumn Phonics screening and continues to score 36+/40 in assessments. Phonics intervention support with xx to continue until June 2024, including xx TA supporting daily reading and supporting activities.</p> <p>Rocket Phonics (led by xx): 3 x PP pupils (Y3/Y4) continued with Rocket Phonics. Y3 pupil achieved 27/40</p>
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			<p>Y3 pupil achieved 7/40. EHCP funding received in summer break. Both pupils to continue phonics support in class. Y4 pupil achieved 32/40</p> <p>Accelerated Reader (led by xx): September 2023 – September 2024 comparison data: Y3/4 – 4 x PP children have an average of 7 months progress, with one child Y4/5 – 1 x PP children had an increased reading age of 15 months. 1 PP child is working up to accessing Star Reader assessments. Y5/6 - 11 x PP children have an average of 14 months progress, with 5 children increasing their reading age by 18 months+. Y6/7 - 3 x PP children have an average of 17 months progress, with one child increasing their reading age by 3 years and 10 months.</p>
<p><i>Speech and Language Interventions:</i> <i>Reception</i></p>	<p>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.</p> <p><i>50% xx salary = £10487</i></p>		<p>AUTUMN TERM: 33% of PP children in Reception attending SaLT interventions have made significant progress in understanding concepts, i.e. same/ different. 33% of PP children in Reception attending SaLT interventions have made progress in identifying initial sounds. Those children who are still struggling with syllable structure and/ or basic instructions are now receiving further interventions, including Preschool, which focus on these skills.</p> <p>SPRING TERM:</p>

			<p>33% of PP children in Reception offered SaLT interventions are experiencing complex learning experiences and going through EHCNA referrals, including a part-time timetable and learning refusal. 33% of PP children in Reception continue to make excellent progress with syllable structure and continue to make progress with sounds but require further support to consolidate this for consistent use.</p> <p>33% of PP children in Reception continue to make good progress with following instructions and are now focusing on waiting for their turn and 3 word level instructions.</p> <p>All support provided by the Preschool team has now progressed to the Reception intervention team, who are now leading all games associated with SALT recommendations.</p> <p>SUMMER TERM:</p> <p>50% of the PP children in Reception offered SaLT interventions are experiencing complex learning experiences: 1 child repeating Reception and 1 child now in a permanent AP school.</p> <p>50% of PP children in Reception continue to make good progress towards their next targets, with one of these PP children now being discharged from SaLT.</p>
<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.	2	AUTUMN TERM:

	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Extensive range of therapies available, depending upon the child's needs.</p> <p>Meet & greet, attendance monitoring,</p> <p><i>100% of xx salary £25,808</i></p>	<p>9/21 of persistently absent PP children who are monitored for attendance have improved since Autumn 1.</p> <p>5/21 have attendance 90%+</p> <p>SPRING TERM:</p> <p>10/21 persistently absent PP children who are monitored for attendance have improved since Autumn 1.</p> <p>4/21 have attendance 90%+</p> <p>12% of PP children received Nurture provision during the Spring term, through wellbeing check ins or experiencing an agreed programme of wellbeing support.</p> <p>SUMMER TERM:</p> <p>Out of 21 Pupil Premium children being monitored for attendance, 3 improved to >95%</p> <p>9/21 improved their attendance across the academic year.</p> <p>12% of PP children continued to access Nurture provision during the Summer Term, as 1:1 or small group interventions, or daily check-ins with a trusted adult.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £330

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: 21 PP children attending Autumn after school clubs - 22% of children attending overall are PP. SPRING TERM:
<i>Enrichment</i>	Encourage participation in enrichment to access opportunities not available out of school. Autumn Term: Baking Club An invite only after school club, run by our Wellbeing Lead £45 1 x PP funded place every term for an afterschool club £210 3 x PP funded places on the Photography Club £75 Spring Term: Croft Farm residential - Y5 x 4 pupils £200	7	4 PP children additional funding for Croft Farm residential
Uniform	Supporting PP in financial crisis with sourcing/ funding uniform	4, 5	AUTUMN TERM: 3 x children received school shoes purchased by school. Huge improvement in general demeanour around school, i.e. not looking embarrassed by different footwear to their peers. 1 x child provided with new shirts/ trousers (sourced from a neighbouring school) SPRING / SUMMER TERM:

			<p>Currently exploring suitable shoes for 1x PP Preschool (parents repeatedly sending in with shoes three shoe sizes too big).</p> <p>Some items of uniform were provided to PP children using items from school's lost property.</p>
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Total budgeted cost: £62,340

EYPP

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact to date
<i>SALT interventions</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Aut / Spring £ TBC</p>	3	<i>See: Speech and Language Interventions: Reception</i>

Area	Total
Teaching	£4737
Targeted Academic Support	£64924

Wider Strategies	£330
Total spend of £62,340 funding:	£69,991
EYPP	