

# 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
VL & LCR	LAB	September 2025	VI	New document created for 2025/26

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 ( <b>3 year plans are recommended</b> )	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	Jill Mapp

## Funding overview

Detail								Amount
								£63,590
							Total Deprivation Pupil Premium	
<b>Pupils in Secondary year groups</b>								
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](#)

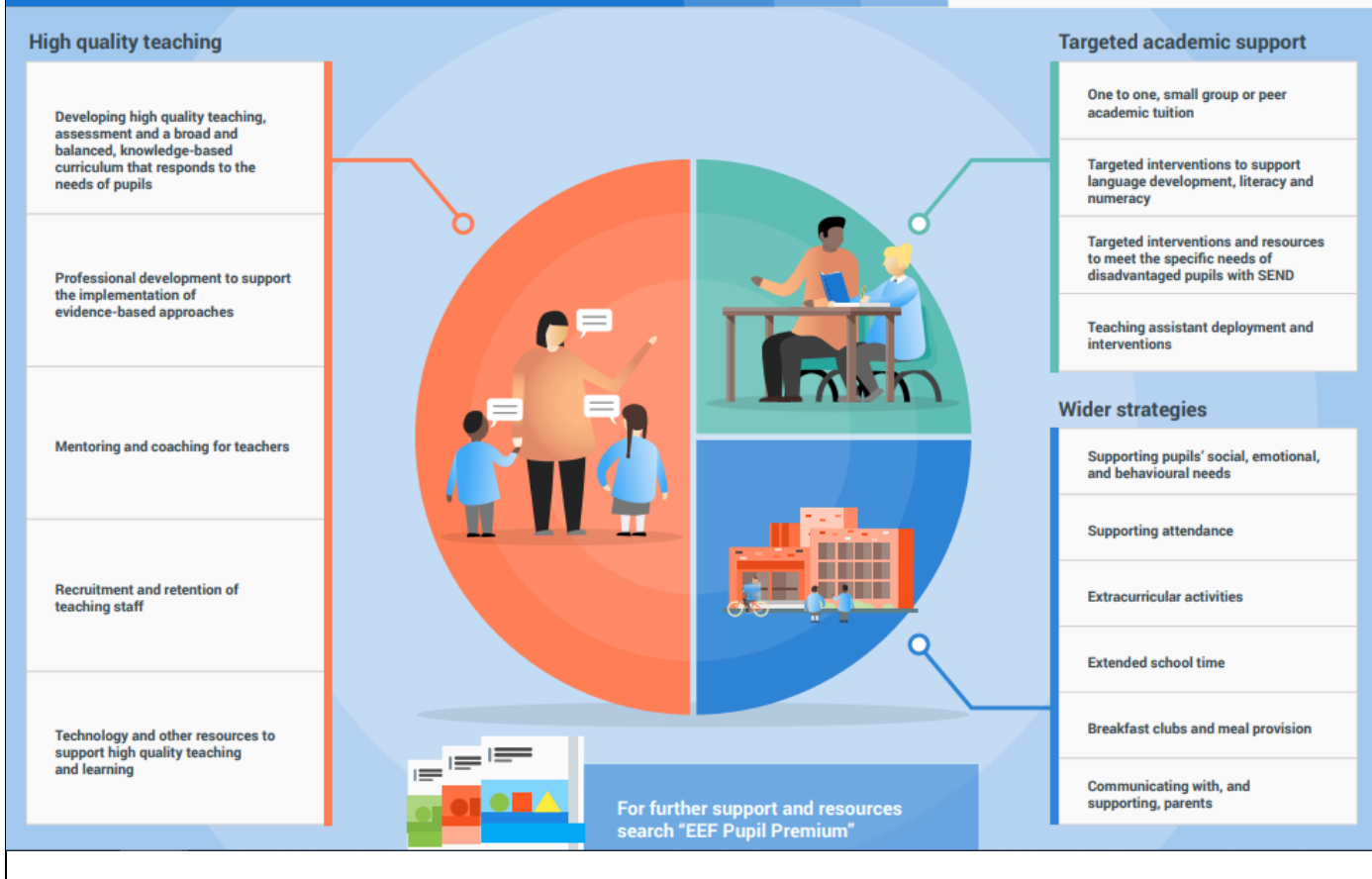
The range of provision the Governors consider making for this group include and would not be inclusive of:

- 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	
	<b>2023</b>		<b>School PP</b>	<b>All</b>	<b>School PP</b>	<b>All</b>	<b>School PP</b>	<b>2023 All</b>
	Y1	2023	100%	94%				
	Y2	2023	50%	76%	25%	57%	50%	71%
	Y6	2023	75	71	50%	63%	50%	71%
			Reading / Phonics		Writing		Maths	
	<b>2024</b>		<b>School PP</b>	<b>All</b>	<b>School PP</b>	<b>All</b>	<b>School PP</b>	<b>2023 All</b>
	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><a href="https://safeguarding.network/content/safeguarding-resources/parental-issues/parental-mental-ill-health/">https://safeguarding.network/content/safeguarding-resources/parental-issues/parental-mental-ill-health/</a></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&amp;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</p> <p>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&amp;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
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix</a></p> <p>CPD £2000</p>	<p>2, 3, 4</p>	<p>Raising Awareness of Exploitation &amp; Vulnerability – LCR/ VL</p> <p>As a result, DDSLs are now equipped with knowledge and confidence to identify, respond to, and prevent exploitation, improving safeguarding practices and support for vulnerable individuals.</p> <p>PACE training for <i>all</i> staff.</p> <p>As a result, staff are building safer, trust-based relationships with children affected by trauma by applying Playfulness, Acceptance, Curiosity, and Empathy to support emotional regulation and resilience.</p> <p>Transforming Literacy and Disadvantaged Leadership – EAW/LCR</p> <p>As a result, leaders are now equipped with strategies to close attainment gaps and improve literacy outcomes for disadvantaged learners through evidence-based, inclusive leadership practices.</p>

			<p>Attendance at DOWMAT Hub Meetings for Subject Leads.</p> <p>As a result, staff have had the opportunity to share best practices, strengthen subject leadership skills, and align curriculum strategies to improve teaching and learning across their area of responsibility.</p> <p>DSL refresher training – EAW/VL/LCR</p> <p>As a result, DSLs are now equipped with the most up-to-date knowledge to improve safeguarding practices, including a local case study.</p> <p>DOWMAT Teaching Assistant Training</p> <p>As a result, staff skills have been enhanced; improved consistency/ confidence in supporting teaching and learning, leading to improved pupil outcomes across the trust.</p>
<p><i>Subscriptions</i></p>	<p>Arbor fees = £2378</p> <p>Times Tables Rock Stars = £99</p> <p>Purchase of Testbase = £295</p>		<p><b>AUTUMN TERM:</b></p> <p>Arbor – Attendance</p> <p>At the end of Autumn Term, 9/20 children on the PA tracking sheet are PP children.</p> <p>5 fewer PP children than the start of the academic year/end of Autumn 1. Those children are now being tracked in the 90-95% bracket.</p> <p>Arbor &amp; TTRS</p> <p>4 x PP children. 100% made progress in their MTC scores.</p> <p><b>SPRING TERM:</b></p> <p>Arbor – Attendance</p>

			<p>At the end of Spring Term, 13/20 children on the PA tracking sheet are PP children. (3 of these children new to school this term).</p> <p>Arbor &amp; TTRS 4 x PP children (+1 new PP starter this term to be assessed in Summer).</p> <p><math>\frac{3}{4}</math> children made progress with their MTC scores.</p> <p><b>SUMMER TERM:</b> Arbor – Attendance</p> <p>At the end of the academic year, 10/16 children on the PA tracking sheet are PP. An improvement from Spring Term.</p> <p>Arbor and TTRS PP children (5) had an increased average score of 3.4 compared to last academic year. 100% of PP children improved their scores compared to last term. 2/5 PP children achieved 24+ marks.</p>
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### 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
<i>Interventions- Accelerated Reader, Rapid Reader</i>	<i>EEF Teaching &amp; Learning Toolkit: small group tuition/ one to one tuition.</i> Computer based programme – selection of benchmarked books. Worked on with TA.	2, 4, 8	<b>AUTUMN TERM:</b> <b>Accelerated Reader:</b> Year 3 PP pupils are engaging well with Accelerated Reader: reading a range of texts, quizzing regularly with a termly average comprehension score of 60%.

	<p>Establish 1:1 or small groups interventions for disadvantaged pupils falling behind age-related expectations.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Accelerated Reader licences = £1,553</p> <p>Rapid Reader = £380</p> <p>Rising Stars assessment = £1,003</p> <p>Rocket Phonics = £420</p> <p>50% TA salary = £11,488</p>	<p>Lead Librarian targeting children who need further support with moving through the levels appropriately (weekly updates).</p> <p>Year 4 PP pupils are engaging well with Accelerated Reader: reading a range of texts, quizzing regularly with a termly average comprehension score of 75%.</p> <p>Lead Librarian targeting children who need further support with moving through the levels appropriately (weekly updates).</p> <p>Year 5 PP pupils are engaging well with Accelerated Reader: reading a range of texts, quizzing regularly with a termly average comprehension score of 72%.</p> <p>Lead Librarian targeting children who need further support with moving through the levels appropriately (weekly updates).</p> <p>Year 6 PP pupils are engaging well with Accelerated Reader: reading a range of texts, quizzing regularly with a termly average comprehension score of 71%.</p> <p>Lead Librarian targeting children who need further support with moving through the levels appropriately (weekly updates).</p> <p>Year 7 PP pupils are engaging well with Accelerated Reader: reading a range of texts, quizzing regularly with a termly average comprehension score of 66%.</p> <p>Lead Librarian targeting children who need further support with moving through the levels appropriately (weekly updates).</p> <p><b>Rapid Reading:</b></p> <p>2 x PP pupils accessing Stage 8a of Rapid Reading programme – progress check due Jan 2025 (next Star Reader assessment date)</p>
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		<p>1 x PP pupils accessing Stage 7a of Rapid Reading programme – progress check due Jan 2025 (next Star Reader assessment date)</p> <p>1 x PP pupils accessing Stage 6a of Rapid Reading programme – progress check due Jan 2025 (next Star Reader assessment date)</p> <p>1 x PP pupils accessing Stage 5a of Rapid Reading programme – progress check due Jan 2025 (next Star Reader assessment date)</p> <p>1 x PP pupils accessing Stage 2a of Rapid Reading programme – progress check due Jan 2025 (next Star Reader assessment date)</p> <p><b>SPRING TERM:</b></p> <p>4 x PP pupils accessing Stage 2a of Rapid Reading programme made progress and have moved onto Stage 3.</p> <p>1 x PP pupil accessing Rapid Reading made progress and was removed from the programme as it was no longer needed</p> <p>1 x PP accessing Rapid Reading made progress of 1 year 4 months and was removed from the programme as it was no longer needed</p> <p>2 x Y6 PP pupils made progress of 1 academic year each and were removed from the programme as it was no longer needed</p> <p><b>SUMMER TERM:</b></p> <p>1 x PP child (Y3) maintained current reading level of 2a but with reading accuracy above 85%</p> <p>3 x PP children (Y4/5) maintained current reading level of Set 3a but with reading accuracy above 85%</p>
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			<p>2 x PP children (Y4/5) progressed from stage 4 to stage 5 with reading accuracy above 98%</p> <p>2 x PP children (Y4/5) progressed from stage 6 to stage 7 with reading accuracy of 100%</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><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p> <p>50% TA salary = £11,558</p> <p>15% TA salary = £3,929</p> <p>15% TA salary = £3,730</p>	2, 4	<p><b>AUTUMN TERM:</b></p> <p>1 x PP pupil showed progress between RP sessions but did not pass the phonics check</p> <p><b>SPRING TERM:</b></p> <p>Pupils achieving 32 or more out of 40: 22/26 (85%)</p> <p>Pupils achieving less than 32 out of 40: 4/26 (15%)</p> <p>1 x PP child made progress – doubling score of 15 to 33</p> <p><b>SUMMER TERM:</b></p> <p>75% (¾) PP pupils passed the Y1 phonics check. 1 PP child continuing with SaLT and phonics interventions in Y2.</p>
<p><i>Speech and Language Interventions: Reception</i></p>	<p>EEF (+7 months)</p> <p>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>50% TA salary = £11,968</p>		<p><b>AUTUMN TERM:</b></p> <p>50% (2 out of 4) of the children accessing SaLT are PP.</p> <p>2/2 PP children in Reception attending SaLT made some progress towards their targets. (1 of the children are repeating Reception.)</p> <p><b>SPRING TERM:</b></p> <p>1 (out of the 2) PP children attending SaLT has made significant progress towards his targets.</p> <p>1 PP child continues to make small steps in progress.</p> <p><b>SUMMER TERM:</b></p>

			<p>1 (out of the 2) PP children attending SaLT has made significant progress towards his targets.</p> <p>1 PP child continues to make small steps in progress.</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><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extensive range of therapies available, depending upon the child's needs.</p> <p>Meet &amp; greet, attendance monitoring,</p> <p>50% of TA salary = £12,404</p>	2	<p>1 x Y2 PP pupil accessing nurture provision linked to: worry – Worry Too Much As a result, this pupil is continuing to develop emotional regulation and coping strategies, reducing anxiety and improving overall wellbeing and engagement in learning.</p> <p>1 x Y5 PP pupil accessing nurture provision linked to: anger – My Hidden Chimp As a result, the pupil has been helped to understand and manage their anger, leading to improved self-control, emotional resilience, and positive behaviour.</p> <p>6 PP children accessed Drawing and Talking sessions As a result, these children have been able to express emotions safely, reducing anxiety and emotional distress, and promoting improved mental wellbeing and readiness to learn.</p> <p>7 PP children accessed Lego Therapy sessions. As a result, the children are developing social communication, cooperation, and problem-solving skills, leading to improved confidence and positive peer relationships.</p>

**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	<p><b>AUTUMN TERM:</b> 8 pupils have accessed a free afterschool club place during this term, ranging from art and sports to baking and nature explorers.</p>
<i>Enrichment</i>	<p>Encourage participation in enrichment to access opportunities not available out of school.</p> <p><i>Baking Club - In invite only after school club, run by our Wellbeing Lead £45</i></p> <p><i>1 x PP funded place every term for an afterschool club £340</i></p>	7	<p>As a result, this has provided the eight pupils with opportunities to explore interests, develop skills, and build social connections, enhancing engagement, confidence, and wellbeing.</p> <p><b>SPRING TERM:</b></p> <p><b>Year 5 - residential</b> 3 Pupil Premium - Reduced by £135 per child. As a result, three Pupil Premium families were financially supported and therefore able to access the experience, promoting inclusion, enriching learning opportunities, and supporting social and personal development for their children.</p> <p><b>SUMMER TERM:</b></p> <p><b>Year 6 - residential</b> 6 Pupil Premium - Reduced by £112.75 per child</p> <p><b>Year 7 - residential</b> 6 Pupil Premium - Reduced by £15 per child As a result, twelve Pupil Premium families were financially supported and therefore able to access the experience, promoting inclusion, enriching learning opportunities, and supporting social and personal development for their children.</p>

Uniform	Supporting PP in financial crisis with sourcing/ funding uniform	4, 5	1 x PP child provided with 3 pairs of school trousers from school stock.
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**Total budgeted cost: £63,590**

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

Area	Total
Teaching	£4,772
Targeted Academic Support	£58,433
Wider Strategies	£385

<b>Total spend of £63,590 funding:</b>	<b>£63,590</b>
<b>EYPP</b>	