

St Bartholomew's C of E Primary School Pupil Premium Strategy Statement Year 1 of 3 24/25

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Bartholomew's C of E Primary School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	32.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	11.12.24
Date on which it will be reviewed	LGC4 2024/2025
Statement authorised by	Richard Hanks
Pupil premium lead	Dave Fordon/ Gemma Coward
Governor / Trustee lead	Stephen Gray

Funding overview Year 3 figures

Detail	Amount
Pupil premium funding allocation this academic year	£80,810
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1000
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	£81,810

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium funding is to provide efficient and high-quality teaching, targeted academic intervention and wider pastoral support to enable all disadvantaged pupils to have the opportunities that may require both academic progress and their wider professional development.

Use of Pupil Premium funding at St Bartholomew's Church of England Primary School centres on a relentless pursuit of consistent quality-first teaching and the removal of barriers to learning so that high-quality learning opportunities and experiences are maximised. High-quality LSAs and HLTAs are deployed across the school to provide targeted support. This means every child, regardless of background or prior achievement will have focused teaching to ensure they can make accelerated progress. The school nurture LSAs are part-funded by the pupil premium grant to ensure that any vulnerable children, including those in receipt of the Service Grant, can access emotional literacy support to enable them to access learning effectively.

Evidence is clear that this three-pronged approach directly contributes to increased outcomes. Amongst these outcomes, we are passionate in our expectation that all children who are eligible for the Pupil Premium Grant will make good or better progress and have high aspirations within their own ability to attain at or above the national age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	The cost-of-living crisis and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of peer group interactions and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
2	A significant proportion of pupils eligible for Pupil Premium funding come from families that have social and emotional challenges. These challenges mean that some pupils eligible for Pupil Premium funding cannot receive similar experiences as their peers.
3	Internal assessments indicate that reading, writing and maths attainment among pupils eligible for Pupil Premium funding is below that of their peers.
4	Last year, the attendance for our children eligible for Pupil Premium funding (93%) was lower than our children who are not eligible for Pupil Premium funding (96.24%).
5	Within our school, a significant number of pupils eligible for Pupil Premium funding have Special Educational Needs.

6	Our assessments and observations indicate that pupils eligible for Pupil Premium funding have barriers in their metacognition and self-regulation compared to their peers.
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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
To achieve and sustain improved wellbeing for all pupils in our school, particularly pupils eligible for Pupil Premium funding.	Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> • Children can identify positives about themselves • Children having and using at least three strategies to support their regulation of emotions. • Children who have had ELSA support being able to articulate identify their emotions, triggers and strategies to support self-regulation. • Nurture and Forest School provision will show positive impact on children's participation in learning and attainment outcomes.
To improve levels of attendance at school and levels of participation for our pupils in receipt of Pupil Premium by providing enriching experiences which enhance the curriculum offer.	Sustained high levels of attendance and engagement demonstrated by: <ul style="list-style-type: none"> • A double participation in enrichment activities, for pupils eligible for Pupil Premium funding to 80% through funded extra-curricular clubs, listening to the views of the pupils and parents and reducing barriers to participation • Increasing attendance for pupils in receipt of Pupil Premium to 95-100% post intervention
There will be a narrowed gap in attainment and progress between children eligible for Pupil Premium funding and their peers.	Children eligible for Pupil Premium funding will reach the expected standard for their year group in reading, writing and maths. <ul style="list-style-type: none"> • Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum. • Teachers and pupils adapt the curriculum to meet the needs of individual pupils to ensure all pupils achieve. • Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention. • Interventions are tailored to the pupil's needs and are implemented to ensure all pupils make the progress expected of them. • Teachers and teaching assistants to deliver effective intervention programmes alongside quality first teaching.
To increase the attendance of vulnerable groups	For all those vulnerable children identified as being persistently absent to achieve attendance of 95-100% post intervention.
To improve attainment for pupils who have SEND and are eligible for Pupil Premium funding.	SENCO to support SEN children eligible for Pupil Premium funding. <ul style="list-style-type: none"> • Targeted interventions to support SEND learners will be identified, recorded on Provision Maps or ILPs and

	<p>be monitored regularly by Class Teachers, SENDco and subject leaders to show accelerated progress.</p> <ul style="list-style-type: none"> • Ensuring diagnostic testing takes place, where appropriate, to identify specific barriers for children with SEND and eligible for Pupil Premium funding and put relevant provision in place. • SENDco to support teachers by providing CPD opportunities to ensure appropriate provision for learners with SEND and eligible for pupil premium funding. PPM's will demonstrate progress in attainment. •
<p>To support children in developing their metacognition and self-regulation skills to reduce disruption to their learning and increase levels of participation and attainment.</p>	<ul style="list-style-type: none"> • All teachers and ELSA will have read and had CPD on the EEF Metacognition and Self-Regulation guidance • Drop-ins, pupil voice and planning will show that staff and children are using agreed strategies to support learning • Class Forest School planned by SENDco and ELSA and led by ELSA with support of Class Teachers will clearly show direct teaching of strategies and development of these skills.

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

Budgeted cost: **£19,593**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution to 1 day SEND contract to ensure diagnostic assessment take place to ensure accurate interventions to have positive impact on pupil progress and line managing staff to ensure appropriate and timely assessments are carried out and used to accurately inform next steps</p>	<ul style="list-style-type: none">Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <p>Phonics EEF</p>	1, 2, 4, 5 & 6
<p>Additional CPD for reading and writing following an audit to upskill teachers in quality first teacher approaches, especially those who require more targeted support</p>	<p>Unlocking Letters and Sounds training for all new staff</p> <ul style="list-style-type: none">Inset training for all staff on the 'I'm a Clever Writer' approach and additional training where needed.	3,5

Targeted academic support

Budgeted cost: **£40,067**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language intervention across the year; Speech and Language Therapy care plans, NELI screen and Talk Boost delivered by a trained teaching assistant; guided reading, reading aloud, the use of structured questions and reading comprehension</p>	<ul style="list-style-type: none"> • Oral Language interventions have a very high impact for a very low cost (EEF). Oral language interventions EEF • Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein and Duckworth, 2006). • A child's background is very influential in their language development. A study of children in a Sheffield nursery school showed a link between social disadvantage and language delay (Locke et al 2002). One of the most worrying findings of a study which followed these children into primary school was that without intervention, this delay seemed to persist (Leyden 2007) and for some children, get worse (Locke and Ginsborg 2003). 	<p>1,3,5</p>
<p>TA contracts linked to 1:1 or small group tuition:</p> <ul style="list-style-type: none"> • Dough disco • Name writing • Guided reading • Learn to listen • Time to Talk • Precision teaching • Additional phonics • Fine motor skills intervention • Lifestyle RSHE intervention • Memory skills interventions • Emotional literacy intervention • Personal care intervention • Gross motor skills intervention 	<ul style="list-style-type: none"> • On average, according to EEF, a 1:1 tuition is very effective in improving pupil outcomes, especially if additional to normal lessons. Intervention starts prior to the usual school daytime. • On average, according to EEF, small group tuition has the addition of 4 months progress over the year. The smaller the group the better (over 6 the benefit is lost) Teaching Assistant Interventions EEF 	<p>3,5,6</p>

1:1 TA intervention at start of day or after school	<ul style="list-style-type: none"> On average, according to EEF, 1:1 tuition is very effective in improving pupil outcomes, especially if additional to normal lessons. Intervention starts prior to the usual school daytime 	3,5,6
Additional ELSA time to support children with their metacognition and self-regulation strategies.	<p>Improved metacognition and self-regulation will increase the progress and attainment of the child, alongside providing them with life-long skills in supporting themselves.</p> <p>Metacognition and self-regulation EEF</p>	1,2,6
TA support	A support in group/1:1 intervention to support academic, emotional and self-regulating interventions to support PP children.	1,2,3,4,5,6

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

Budgeted cost: £ 5,056.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children will be prioritised by need to access an after school club to support their emotional needs.	<ul style="list-style-type: none"> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF 	1,2,6
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance (applies from 19 August 2024)</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<ul style="list-style-type: none"> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 	4

<p>1:1 or group intervention to support emotional regulation for vulnerable learners at unstructured times e.g. break and lunch</p>	<ul style="list-style-type: none"> • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF 	<p>1,2,3,5,6</p>
<p>Little Troopers club to run half termly for our Service children using the school wellbeing resources</p>	<ul style="list-style-type: none"> • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF 	<p>1,2</p>
<p>Contingency fund for acute issues</p>	<p>To respond to issues that arise throughout the year to enable us to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>YTFC Premier League Primary Stars</p>	<p>To provide many effective methods to support children's attainment and progress:</p> <ul style="list-style-type: none"> • To provide teachers CPD within PE • Tailored mathematics interventions • Social action targeted interventions • Educational racism workshop • Education activator to provide children with wider opportunities. <p>Social and emotional learning EEF</p>	<p>1,2,3,6</p>

Total budgeted cost: £ 64,716.40

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.

PP Data 23-24	ARE				AARE		
	Reading	Writing	Maths	Combined	Reading	Writing	Maths
EYFS	50%	50%	50%	50%	0%	0%	0%
Year 1	50%	50%	50%	50%	25%	25%	25%
Year 2	57%	71%	79%	57%	7%	7%	7%
Year 3	33%	33%	33%	33%	17%	17%	17%
Year 4	67%	67%	67%	67%	33%	33%	33%
Year 5	50%	38%	50%	38%	13%	0%	13%
Year 6	75%	88%	50%	50%	13%	0%	0%

Our internal assessments during 2023/24 shows that the performance of pupils eligible for pupil premium funding is lower than their peers.

Our assessments and observations indicate that wellbeing and mental health and underdeveloped self-regulation strategies for meta-cognition continue to be significantly impacting attainment.

We have specifically identified how ELSA interventions have supported the academic progress and attainment of the children eligible for pupil premium funding. We plan to provide additional funding for these interventions due to the effective data shown below.

Reading:

- 15/33 PP children achieved ARE / AARE in reading (45.5%)
- 21/33 PP children made 3 steps progress in reading (63.7%)
- 3/33 PP children made 4 steps progress in reading (9.1%)

Reading:

- 16/33 PP children achieved ARE / AARE in reading (48.5%)
- 20/33 PP children made 3 steps progress in reading (60.6%)
- 3/33 PP children made 4 steps progress in reading (9.1%)

Maths:

- 19/33 PP children achieved ARE / AARE in reading (57.6%)
- 18/33 PP children made 3 steps progress in reading (54.6%)
- 3/33 PP children made 4 steps progress in reading (9.1%)

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service children had half termly 'Little Troopers' club funded via Service Premium.
What was the impact of that spending on service pupil premium eligible pupils?	<p><u>2021-22</u> Reading – 66.6% made 3 steps progress Writing – 100% made 3 steps progress Maths – 100% made 3 steps progress</p> <p><u>2022-23</u> Reading – 100% made 3 steps progress Writing – 75% made 3 steps progress Maths – 75% made 3 steps progress</p> <p><u>2023-24</u> Reading - 100% made 3 steps Writing - 100% made 3 steps Maths - 100% made 3 steps</p>

Further information (optional)

We are affiliated with the Crewkerne branch of the Royal British Legion and our service children have regular opportunities to access family days and other events put on by the RBL which help our children to meet others in similar situations to themselves.