

Pupil premium strategy statement – St Bartholomew’s CE Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	28 (7 in nursery)
Proportion (%) of pupil premium eligible pupils	10.71% (Pupil Premium) 21.42% (including pupil premium plus)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lindsay Brayford
Pupil premium lead	Lindsay Brayford
Governor / Trustee lead	Kate Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,185
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10,185

Part A: Pupil premium strategy plan

Statement of intent

Addressing disadvantage in schools and academies countrywide is one of the greatest challenges that we as educators face. Inequality is pervasive throughout society and 'impacts on pupils' learning over time. It is a process, not an event, and affects every individual differently'.

Marc Rowland 2021 in Addressing Educational Disadvantage in schools and Colleges

The Essex Way

It is with this in mind that all members of staff and the governors at St Bartholomew's Church of England Primary School accept full responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs.

This commitment is reflected by our Christian Vision to be a loving and nurturing Christian school community, providing the rich soil that enables our children to develop deep roots, grow and flourish to be the best they can be.

There is no doubt that carefully targeted spending of the pupil premium funding has had a significant impact in raising achievement and closing attainment gaps for eligible pupils in the case study schools. It is with this in mind that the key principals of our strategy plan are based on the following:

- A relational approach
- High expectations for all pupils
- Using data to identify tightly focused improvement priorities
- Using appropriate evidence-based teaching, academic intervention and wider approaches to address the root causes of underachievement for all pupils (curriculum equity is prioritised)
- The training and support of staff by leaders to deliver and sustain quality first learning for all pupils, addressing pupil need in the classroom
- A long-term well specified, stage by stage strategy for addressing disadvantage
- The School has clear outcomes for the impact of disadvantage strategies and monitor of progress and quality using robust and pragmatic measures

Challenges

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

Challenge number	Detail of challenge
1	To raise attainment of disadvantaged pupils in line with those who are not disadvantaged Our assessments and observations indicate that the education and well-being of many of our pupils, particularly our disadvantaged pupils, have been impacted by school closures during the pandemic. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, particularly in maths, reading, writing and phonics.
2	To ensure that all pupils arrive at school having had breakfast and ready to learn. We have some families where lateness is a concern and, when the children arrive, they are often tired and have not eaten breakfast.
3	To ensure levels of attendance are high to allow all pupils to access every opportunity that the school has to offer.
4	To raise expectations and understanding of what acceptable behaviour looks like and to take every opportunity to acknowledge and praise positive behaviour. To promote a positive attitude and value of learning.
5	To ensure support for mixed age group and ability classes. New classing structure for 24-25 is: Acorn class – nursery-Y1 Oak class - Y2 - 6
6	To enhance access to access to technology, reading and educational materials at home
7	To raise pupil aspirations, self-esteem and diminish social, emotional and mental health difficulties to ensure all pupils have resilience and are successful human beings
8	To enhance our work with parents, allowing them to engage in the learning process and in doing so building positive relationships

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
1. Disadvantaged pupils are supported by a pastoral team of trained SEMH / SEND TAs to ensure they are able to access quality learning alongside their peers, which allows them to reach their potential	Pastoral SEMH / SEND TA team led by SENDCo and School Lead Earlier identification of SEMH needs Personalised SEMH interventions and strategies for pupils. A range of assessment methods, both formal and informal, including pupil voice, Boxall Profiles and Learning Passports, will be used to measure positive outcomes. Support from outside agencies will be sought as necessary. Reduced levels of disruption to learning for all pupils. Nurture room accessed by pupils
2. Improved rates of progress and attainment for disadvantaged pupils	Pupils eligible for PP make good progress from their very low starting points
3. Increased numbers of PP pupils have the potential to achieve greater depth	PP Pupils identified as high ability make at least the same progress as 'other' non-PP pupils
4. Improved parental engagement and support for PP pupils	Parents understand and have access to assessment information that allows them to support and develop their children's learning (Alternative Parent Evening opportunities available) PP families access a range of parental workshops offering support, regular 'drop-ins' The school reaches out to harder to reach families and supports in engagement in school
5. All pupils and their families, who experience challenging social factors and/or where there are safeguarding concerns, will be supported to seek practical solutions using a range of strategies and partner agencies	Pupils and families who have received early interventions and support from appropriate services are better able to access and support learning, and defuse escalating situations. Pupils will feel supported and safe in school and at home, and are therefore able to focus on learning
6. Improved rates of attendance for PP pupils	Reduced percentage of PP Persistently Absent pupils Increased attendance % of PP pupils in line with, or above, national Increase percentage of PP pupils attending before and after school clubs together with breakfast provision (when started) A range of effective rewards and incentives are in place to celebrate improving attendance for all children
7. Pupils demonstrate raised aspirations and are confident members of their class and whole school community	30% of PP pupils to hold a school leadership role

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: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wide range of ongoing CPD will ensure high quality teaching for all pupils	DfE's Standard for Teachers' Professional Development states, 'effective professional development for teachers is a core part of securing effective teaching.' Evidence indicated that high quality teaching is the most powerful way to improve pupil attainment, particularly for socio-economically disadvantaged pupils. EEF - High quality teaching Evidence Based Education's Great Teaching Toolkit summarises high quality evidence on improving teacher effectiveness.	1,5,7
Training for staff to ensure that assessments are interpreted and administered accurately	Standardised tests provide reliable insights into the specific strengths and areas for development of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1
Work with hub reading consultant to review and develop fluency in reading	This will build on our phonics input from last year and will help to promote a love of reading throughout the school Phonics has a positive impact overall of +5 months	1 6 8

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

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group/ one to one teaching through the provision of rapid and early intervention	Deployment of teaching assistants, where they are trained to deliver targeted interventions (to include maths and phonics) to small groups or individuals, has a positive impact of on average an additional 4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 4 5 7
Targeted SEMH and behavioural support / interventions	TAs can be effectively used to support SEMH and behavioural needs through strategies learned from quality CPD and specialist services Behaviour Interventions: 4 months' additional progress when successful https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1 2 4 5 7
Nurture/Forest Schools	Internal progress data and Boxall Profile analysis demonstrates that pupils experiencing SEMH issues benefit from Forest Schools, combined with a personalised Nurture support programme.	1 2 7

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

Budgeted cost: £ 1,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment opportunities through extra-curricular provision	Low and falling income for vulnerable families. Pupils who are exposed to visits and visitors within school have opportunities that enrich their learning, allow them to gain wider life experiences and ultimately raise their aspirations. Arts Participation: 3 months' additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	1 7 8
Provide nutritious breakfast provision for PP pupil	Pupils that are well-fed and not hungry are more able to concentrate and be ready to learn Breakfast clubs boost primary pupils' reading writing and maths (EEF)	1, 2 8
Opportunities for disadvantaged pupils to hold a school leadership role	Research indicates a strong relationship between positive self-esteem and academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4 & 7
Parent/carer support group for post adopted and children in care and other family learning opportunities	Allowing parents access to quality learning support with their child allows opportunities for improved home learning parental support Parental Engagement Strategies: 5 Months additional progress EEF Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	1 & 8
Early attendance officer support to follow up absences	Attainment cannot improve if pupils are not attending school - NFER briefing for school leaders identifies addressing attendance as a key step. EEF attendance interventions rapid evidence assessment EEF – Working with Parents to Support Attendance	1, 3, 7 & 8
Visitors and visits to expand pupil awareness of the wider world and their potential aspirations	Pupils who are exposed to visits and visitors within school have opportunities that enrich their learning, allow them to gain wider life experiences and ultimately raise their aspirations	1 & 7
Celebration Worship to focus on aims, values, academic and	Research indicates a strong relationship between positive self-esteem EEF – Improving Social and Emotional Learning in Primary Schools	1,4 & 7

successful learner attributes.		
Mental Health lead Programme	Pupils who have received appropriate SEMH services are better able to access learning and to utilize those effective strategies learnt in school and provide mental health peer support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4 & 7

Total budgeted cost: £ 10,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Due to small pupil numbers and small numbers of pupils in cohorts, data will identify individual pupils. Progress and attainment of disadvantaged pupils is monitored and discussed during pupil progress meetings. Targeted interventions are in place where required and this includes support for SEMH needs.

However, pupils are closely tracked and persistent absence for targeted families has seen improvement in academic year 24-25 and the school works closely to support with school attendance and ensuring the children are supported in being ready to learn.

Parental engagement of disadvantaged families has improved and families have attended parents evenings and school events including parental workshops. School continues to work hard on this and reach out to target families.

Extra-curricular opportunities like music and sport are funded for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.