

# Pupil premium strategy statement 2021-2024

## St Barnabas and St Philip's Cof E Primary school

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Barnabas & St Philip's C of E Primary School |
| Number of pupils in school  | 195   |
| Proportion (%) of pupil premium eligible pupils   | 11.8%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                                       |
| Date this statement was published   | December 2021                                   |
| Date on which it will be reviewed   | November 2022                                   |
| Statement authorised by   | Vera Vagic- Headteacher                         |
| Pupil premium lead  | Katerina Papalouka                              |
| Governor / Trustee lead   | Gill Dandy                                      |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £44,385  |
| Recovery premium funding allocation this academic year  | £4,785   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 49,170 |

## Part A: Pupil premium strategy plan

### Statement of intent

At St Barnabas and St Philip's C of E School we will ensure that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to:

- Raise achievement of pupils so they achieve as well as their peers and in line with national expectations by the time they leave the school
- Provide support for behaviour and attendance
- Ensure there is high quality teaching for all pupils.
- Provide tailored support for individual learning needs
- Deploy staff effectively so the most skilled staff work with the pupils who need the most support
- Use data to monitor impact and make adjustments where necessary

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | There are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.  |
| 2                | Disadvantaged pupils generally have greater difficulties with phonics than class peers. This negatively impacts their development as readers.  |
| 3                | Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up in order to ensure that they are working at age-related expectations. |
| 4                | Attendance and punctuality: Regular punctual attendance is a challenge for a some of our disadvantaged pupils and we aim for attendance of disadvantaged pupils to be in line with non-disadvantaged pupils. |
| 5                | Increased risk of social and emotional difficulty within our disadvantaged group.  |

## 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  |
|--|---|
| For disadvantaged pupils to reach age related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check. | 100% of our disadvantaged pupils will reach age-related expectations in R, W, M and Phonics<br>100% of our disadvantaged pupils with additional barriers to learning will make expected levels of progress from their individual starting points. |
| All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.  | Attendance will be 96% + across the school.<br>All pupils will be in school on time   |
| All disadvantaged pupils in EYFs to meet the ELG.  | All disadvantaged pupils in EYFS will perform in line with non-disadvantaged across all the ELGs.   |

### 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: £ 35,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Leadership – TLRs for Maths, Literacy, EYFS Standards | Continuous CPD has a high impact teaching and learning – EEF evidence   | 1 and 2                       |
| CPD sessions and inset days                           | High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset  | 1 2 3                         |
| EYFS Network Meetings                                 | High quality staff CPD is essential to follow EEF principles.<br>This is followed up during Staff meetings and INSET.<br>Weekly team meetings for EYFS and EYFS Standards Lead attends termly Network meetings. | 1 and 2                       |
| Maths Hub   | High quality staff CPD is essential to follow EEF principles.<br>This is followed up during staff CPD and Inset   | 1 2 3                         |
| CPD sessions and inset days                           | High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset  | 1 2 3                         |

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

Budgeted cost: £ 10,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| In school interventions to target support to small groups | EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)<br>High impact for very low cost based on limited evidence +5 | 1 2 3                         |

|                               |   |           |
|-------------------------------|---|-----------|
| Educational psychologist      | With the additional increase in Social Services involvement, it is essential that we know our children and can spot triggers which will affect learning. +7   | 1 2 and 5 |
| Speech and language therapist | EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost 4 | 1 and 2   |
| CAMHS                         | With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.+7   | 5         |

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

Budgeted cost: £ 5,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance initiatives  | Parental Engagement Moderate impact for very low cost based on moderate evidence + 4  | 4                             |
| one-to-one pupil wellbeing support from our mentors and ELSA (emotional literacy support) | Moderate impact for very low cost based on moderate evidence + 3  | 5                             |
| After school enrichment programme   | The aim is to build self esteem and engage children in social activities. Physical activity has a low gain of +1 Extending school time has a gain of +3 | 4 and 5                       |

**Total budgeted cost: £ 50,000**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, however from teacher assessment the following data was collected:

**St Barnabas & St Philip's C of E Primary School**

|  | READING  |   | WRITING   |  | MATHS   |  |
|--|--|---|---|--|---|--|
| <b>Y1</b><br><b>2 children</b><br><b>-7.4%</b><br>Assessment tool: NFER                      | <b>On track to...</b><br>BES 0%<br>WTES 50%<br><b>ES+ 50%</b><br>GDES 50%    | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 50%       | <b>On track to...</b><br>BES 0%<br>WTES 50%<br><b>ES+ 50%</b><br>GDES 0%        | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 50%    | <b>On track to...</b><br>BES 0%<br>WTES 50%<br><b>ES+ 50%</b><br>GDES 50%       | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 50%    |
| <b>Y2</b><br><b>5 children</b><br><b>- 16.6%</b><br><b>(1 EHCP)</b><br>Assessment tool: NFER | <b>On track to...</b><br>BES 0%<br>WTES 20%<br><b>ES+ 80%</b><br>GDES 0%     | <b>End of year target</b><br>BES 0%<br>WTES 40%<br><b>ES+ 60%</b><br>GDES 40%       | <b>On track to...</b><br>BES 0%<br>WTES 60%<br><b>ES+ 40%</b><br>GDES 0%        | <b>End of year target</b><br>BES 0%<br>WTES 20%<br><b>ES+ 80%</b><br>GDES 40%    | <b>On track to...</b><br>BES 0%<br>WTES 60%<br><b>ES+ 40%</b><br>GDES 20%       | <b>End of year target</b><br>BES 0%<br>WTES 20%<br><b>ES+ 80%</b><br>GDES 40%    |
| <b>Y3</b><br><b>3 children</b><br><b>- 12%</b><br><b>(2 EHCP)</b><br>Assessment tool: NFER   | <b>On track to...</b><br>BES 0%<br>WTES 33.3%<br><b>ES+ 66.6%</b><br>GDES 0% | <b>End of year target</b><br>BES 0%<br>WTES 33.3%<br><b>ES+ 66.6%</b><br>GDES 66.6% | <b>On track to...</b><br>BES 33.3%<br>WTES 33.3%<br><b>ES+ 33.3%</b><br>GDES 0% | <b>End of year target</b><br>BES 0%<br>WTES 33.3%<br><b>ES+ 66.6%</b><br>GDES 0% | <b>On track to...</b><br>BES 0%<br>WTES 33.3%<br><b>ES+ 66.6%</b><br>GDES 33.3% | <b>End of year target</b><br>BES 0%<br>WTES 33.3%<br><b>ES+ 66.6%</b><br>GDES 0% |
| <b>Y4</b><br><b>1 child - 3.7%</b><br>Assessment tool: NFER                                  | <b>On track to...</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 0%     | <b>End of year target</b><br>BES 0%<br>WTES 50%<br><b>ES+ 50%</b><br>GDES 0%        | <b>On track to...</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 0%        | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 0%     | <b>On track to...</b><br>BES 0%<br>WTES 100%<br><b>ES+ 0%</b><br>GDES 0%        | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 50%    |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| <b>Y5</b><br><b>5 children</b><br><b>- 17.8%</b><br>Assessment tool: NFER                                 | <b>On track to...</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 40%   | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 60% | <b>On track to...</b><br>BES 0%<br>WTES 20%<br><b>ES+ 80%</b><br>GDES 20%   | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 40%       | <b>On track to...</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 60%       | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 60%       |
| <b>Y6</b><br><b>7 children</b><br><b>23.3%</b><br>Assessment tool: NFER/ Interim Assessment Framework KS2 | <b>On track to...</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 57.1% | <b>End of year target</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 57% | <b>On track to...</b><br>BES 0%<br>WTES 0%<br><b>ES+ 100%</b><br>GDES 57.1% | <b>End of year target</b><br>BES 0%<br>WTES 14.3%<br><b>ES+ 85.7%</b><br>GDES 57.1% | <b>On track to...</b><br>BES 0%<br>WTES 14.3%<br><b>ES+ 85.7%</b><br>GDES 57.1% | <b>End of year target</b><br>BES 0%<br>WTES 14.3%<br><b>ES+ 85.7%</b><br>GDES 42.9% |