

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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 Bartholomew's C of E First School
Number of pupils in school	176 <b>169</b>
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	16.12.21
Date on which it will be reviewed	GB2 2022-23
Statement authorised by	Full GB
Pupil premium lead	Gemma Coward
Governor / Trustee lead	Key Stage leads Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,005
Recovery premium funding allocation this academic year	£2682
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,698
<b>Total budget for this academic year</b>	<b>£70,385</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

The school is working hard to continue the trend to ensure more disadvantaged pupils achieve the highest standards. Part of this is ensuring that, wherever possible, teachers are able to provide small group quality first teaching and intervention. High quality TAs 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 TAs are part funded by the pupil premium grant to ensure that any vulnerable children, including those in receipt of the Service Grant are able to access emotional literacy support to enable them to access learning effectively.

We will continue to consider the challenges faced by vulnerable pupils, such as those who have a social worker, parents in prison and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

This strategy is linked closely with our COVID recovery plan where an intervention teacher has been employed to carry out 1:1 and small group tutoring focussing on gaps in learning and knowledge not retained during partial school closure. This work will be underpinned by whole-school and individual diagnostic assessment.

To ensure a robust approach, we will:

- Be proactive in the application of diagnostic assessment to ensure every child has their needs met and the risk of undetected additional disadvantage is reduced
- Work collaboratively to actively ensure that all children have high aspirations regardless of their starting point
- Regular, robust monitoring takes place to ensures that all staff are taking responsibility for ensuring that formative assessments is responsive to the child and moving their learning on as quickly as possible

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"><li>• Impact of partial school closure on the emotional literacy and self-regulation of children and, in particular, SEMH needs arising from experiences during this time</li></ul> <p>Evidence: Discussions with children, staff and parents/carers, behaviour logs, observations in the classroom, playground and hall, SEMH referral records, increase in positive handling plans, Emotional Literacy: Assessment and Intervention</p>

2	<ul style="list-style-type: none"> <li>Lack of learning stamina for all children, particularly, writing and ability to focus for long periods of time. Our vulnerable groups have been identified as experiencing longer term negative impacts</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Classroom observation, learning outcomes, book scrutiny, PPMs</li> </ul>
3	<ul style="list-style-type: none"> <li>Some learners' families found it challenging to support reading and home learning in general during partial school closure despite school support</li> </ul> <p>Evidence:</p> <p>Baseline observations, monitoring of learning on Google Classroom, welfare phone calls, emails with parents and carers, diagnostic assessments</p>
4	<ul style="list-style-type: none"> <li>Personal, social and emotional barriers to learning</li> </ul> <p>Evidence:</p> <p>Baseline observations, SEMH referrals, TAS and additional agency referrals, positive handling plans, behavior logs, welfare calls, ELSA and nurture provision numbers</p>
5	<ul style="list-style-type: none"> <li>Pupil Premium children identified as more likely to be vulnerable and therefore requiring wave 2 or 3 intervention and or support from additional agencies following partial school closure</li> </ul> <p>Evidence:</p> <p>Referrals to other agencies, welfare calls, parent/carers meetings</p>
6	<ul style="list-style-type: none"> <li>Pupil Premium children who are also SEND or starting school with underdeveloped language skills</li> </ul> <p>Evidence:</p>
7	<ul style="list-style-type: none"> <li>Attendance records have shown that our vulnerable children are more likely to be persistently absent and that parents are less likely to attend parent/carers workshops</li> </ul> <p>Evidence:</p> <p>Attendance records, workshop attendance records, attendance interventions/ meetings, additional agency involvement to support attendance and school engagement</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
<ul style="list-style-type: none"> <li>Children with identified SEMH needs to make expected progress in reading, writing and maths</li> </ul>	<ul style="list-style-type: none"> <li>Children with ELSA support to have made expected rate of progress (3 steps) over a year from their starting point</li> </ul> <p><b>2021-21 outcomes:</b>  <u>ELSA</u>  <b>23 children in KS1 / KS2 received a block of ELSA during the academic year of 2021 – 2022</b>  <u>Reading</u>  57% (13/23) of children in KS1 / KS2 who received ELSA support this year made 3 steps or more progress in Reading. Three children made 4 steps progress and one child made 5 steps progress – this is accelerated progress.</p>

	<p>In Reading, 35% (8/23) of these children achieved ARE or AARE.</p> <p><u>Writing</u> 70% (16/23) of children in KS1 / KS2 who received ELSA support this year made 3 steps or more progress in Writing. Three children made 4 steps progress and one child made 5 steps progress – this is accelerated progress.</p> <p>In writing, 35% (8/23) of these children achieved ARE or AARE.</p> <p><u>Maths</u> 78% (18/23) of children in KS1 / KS2 who received ELSA support this year made 3 steps or more progress in Maths. Three children made 4 steps progress and two children made 5 steps progress</p> <p>In maths, 52% (12/23) of these children achieved ARE or AARE.</p> <ul style="list-style-type: none"> <li>To increase the % of children achieving a Good Level of Development at the end of the Early Years Foundation Stage</li> </ul> <p><b><u>EYFS outcomes 2021-22</u></b> 43.75% (7/16) of children in receipt of PP funding achieved GLD 69.4% of all EYFS children achieved GLD</p>
<ul style="list-style-type: none"> <li>For staff to be creating and applying strategies outlined in positive handling plans</li> <li>To reduce the number of children accessing additional provision during unstructured times</li> </ul>	<ul style="list-style-type: none"> <li>To reduce the number of fixed-term suspensions</li> </ul> <p>-There were two fixed term suspensions in 2021-22</p> <ul style="list-style-type: none"> <li>To increase the number of children with SEMH needs being able to access the curriculum via quality first teaching</li> </ul>
<ul style="list-style-type: none"> <li>To increase the attendance of vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>For all those vulnerable children identified as being persistently absent to achieve attendance of 95-100% post intervention</li> </ul> <p><b><u>Outcomes 2021-22:</u></b> -Less than 5 children in an identified characteristic group had TELO involvement. Less than 5 made improvement and no longer needed intervention and less than 5 moved to formal attendance proceedings with the LA. -There are 5 or less children in receipt of an EHCP. Due to the small numbers, the overall impact of the provision of one has resulted in the percentage being less than 95% -FSM 92% -</p>
<ul style="list-style-type: none"> <li>Staff able to identify and articulate the impact of strategies and resources used to accelerate learning; reading progression through KS2, audit of reading teaching, books and learning in KS2</li> </ul>	<ul style="list-style-type: none"> <li>To increase the % of pupil premium children achieving Age Related Expectations in reading and writing</li> </ul>

	<ul style="list-style-type: none"> <li>To increase the number of children being assessed via the national curriculum, no longer the pre key stage standards</li> </ul> <table border="1" data-bbox="810 241 1388 618"> <thead> <tr> <th></th> <th>Year 3 (Yr 1 21-22)</th> <th>Year 4 (Yr 2 21-22)</th> <th>Year 5 (Yr 3 21-22)</th> <th>Year 6 (Yr 4 21-22)</th> </tr> </thead> <tbody> <tr> <td>Reading (summer term)</td> <td>100% ARE</td> <td>75% ARE</td> <td>75% ARE</td> <td>66% ARE</td> </tr> <tr> <td>Writing (summer term)</td> <td>100% ARE</td> <td>75% ARE</td> <td>75% ARE</td> <td>66% ARE</td> </tr> </tbody> </table> <p><b>Outcomes 2021-22</b></p> <table border="1" data-bbox="810 651 1398 1249"> <thead> <tr> <th></th> <th><u>Yr 1</u> 21-22)</th> <th><u>Yr 2</u> 21-22</th> <th><u>Yr 3</u> 21-22</th> <th><u>Yr 4</u> 21-22</th> </tr> </thead> <tbody> <tr> <td>Reading (summer term)</td> <td>50% ARE</td> <td>60% ARE</td> <td>44% ARE</td> <td>87% ARE</td> </tr> <tr> <td>Writing (summer term)</td> <td>50% ARE</td> <td>60% ARE</td> <td>44% ARE</td> <td>87% ARE</td> </tr> <tr> <td>Maths (summer term)</td> <td>75% ARE</td> <td>60% ARE</td> <td>78% ARE</td> <td>87% ARE</td> </tr> </tbody> </table>		Year 3 (Yr 1 21-22)	Year 4 (Yr 2 21-22)	Year 5 (Yr 3 21-22)	Year 6 (Yr 4 21-22)	Reading (summer term)	100% ARE	75% ARE	75% ARE	66% ARE	Writing (summer term)	100% ARE	75% ARE	75% ARE	66% ARE		<u>Yr 1</u> 21-22)	<u>Yr 2</u> 21-22	<u>Yr 3</u> 21-22	<u>Yr 4</u> 21-22	Reading (summer term)	50% ARE	60% ARE	44% ARE	87% ARE	Writing (summer term)	50% ARE	60% ARE	44% ARE	87% ARE	Maths (summer term)	75% ARE	60% ARE	78% ARE	87% ARE
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<ul style="list-style-type: none"> <li>An increase in learning stamina, particularly, writing and ability to focus for longer periods of time</li> </ul>	<ul style="list-style-type: none"> <li>Book looks for target PP group show an increase in volume of writing</li> <li>Children will move through book bands at expected rate</li> <li>Through pupil discussion, children articulate strategies they are using to stay focussed on learning</li> </ul>																																			
<ul style="list-style-type: none"> <li>Pupil Premium children identified as vulnerable, particularly during lockdown to receive a form of ELSA or nurture provision</li> <li>Personal, social and emotional barriers to learning are reduced</li> </ul>	<ul style="list-style-type: none"> <li>The number of children requiring ELSA after nurture provision reduces as they have strategies to cope from earlier graduated response</li> </ul> <p><b>Other agencies direct the school to offer ELSA which impacts on our ability to proactively offer support.</b></p> <ul style="list-style-type: none"> <li>In class, staff are continuing to apply strategies taught in ELSA sessions so children are not repeating new blocks of ELSA</li> </ul> <p><b>The strategies are timetabled in class and, where necessary, additional check in times given to support children.</b></p> <ul style="list-style-type: none"> <li>Children identified as vulnerable are accessing support whether in school or via another agency</li> </ul>																																			

<ul style="list-style-type: none"> <li>• For EYFS cohorts to be assessed via The Language Screener prior to starting school to identify undeveloped language skills</li> <li>• Children starting school underdeveloped language skills to receive Talk Boost intervention and Time to Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Children with identified literacy needs are having key barriers to learning identified earlier through formal assessment (SENDco or Learning Support Team)</li> <li>-The SEND advisory teacher has trained up another teacher to be able to carry out the dyslexia screen and the BVS assessment has been purchased. This year 8 new children have been screened and less than 5 had a significant dyslexic profile identified.</li> <li>-</li> <li>• Exit data will show increase in language skills. For those who are still below expected levels, a referral to SaLT will be made using entry and exit data</li> </ul>
<ul style="list-style-type: none"> <li>• To employ the use of technology and parent/carer workshops with their child for EYFS phonics and maths to engage parents and carers with supporting children's learning</li> <li>• To employ the use of technology and in person parent/carer workshops with their child for targeted learning (e.g. times tables and spelling) to engage parents and carers with supporting children's learning</li> </ul>	<ul style="list-style-type: none"> <li>• For all ten parents to have accessed a workshop online or in person across the year</li> <li>• For an increase year on year of parent attendance online or in person to parent/carer workshops</li> <li>• Children reading at least three times a week at home increases</li> </ul>

## 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: **£10,157**      **Actual Expenditure £9157**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>£9157</b></p>	<ul style="list-style-type: none"> <li>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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> </li> <li>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> </li> </ul>	<p>1, 2, 4, 5 &amp; 6</p>
<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  <b>(£1000)</b></p>	<ul style="list-style-type: none"> <li>Pie Corbett Reading Training for English Leader and KS2 Leader</li> </ul>	



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

Budgeted cost: £ 48,341

**Actual Expenditure 42405.61**

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"> <li>• Oral Language interventions have a very high impact for a very low cost (EEF). On average they have outcomes of 6 months progress over the year. It is important that such interventions are linked to learners current stage of development. Talk Boost and NELI are recommended interventions for children of this age</li> <li>• Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein and Duckworth, 2006).</li> <li>• The gap in reading age of children with poor language skills widens significantly with age – from a few months at five years old to a gap of five years difference by the time they are 14. Vocabulary at age 5 has been found to be the best predictor (from a range of measures at age 5 and 10) of whether children who experienced social deprivation in childhood were able to ‘buck the trend’ and escape poverty in later adult life (Blanden, 2006).</li> <li>• 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).</li> </ul>	<p>6</p>
<p>TA contracts linked to 1:1 or small group tuition:</p> <ul style="list-style-type: none"> <li>- Dough disco</li> <li>- Name writing</li> <li>- Guided reading</li> <li>- Learn to listen</li> <li>- Time to Talk</li> <li>- Precision teaching</li> <li>- Additional phonics</li> </ul>	<ul style="list-style-type: none"> <li>• 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 day time</li> <li>• 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)</li> </ul>	<p>2, 3, 6, 7</p>

<b>£45,022</b>		
1:1 TA intervention at start of day <b>£100</b>	<ul style="list-style-type: none"> <li>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 day time</li> </ul>	1, 4, 5, 6
Small group targeted tuition for Year 2 and 4 who were most impacted by the COVID pandemic <b>£3219</b>	<ul style="list-style-type: none"> <li>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)</li> </ul> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 6, 7

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

Budgeted cost: £ 12,424 **Actual Expenditure £9765.22**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children will be prioritised by need to access ELSA and nurture support to reduce personal, social and emotional barriers to learning <b>£4547</b>	<ul style="list-style-type: none"> <li>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): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> <li>Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 4, 5, 7
Embedding principles of	<ul style="list-style-type: none"> <li>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</li> </ul>	7

<p>good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</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>		
<p>1:1 or group intervention to support emotional regulation for vulnerable learners at unstructured times e.g. break and lunch <b>£3978</b></p>	<ul style="list-style-type: none"> <li>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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> </ul>	<p>1, 4, 5, 7</p>
<p>Little Troopers club to run half termly for our Service children using the</p>	<ul style="list-style-type: none"> <li>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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> </ul>	<p>1, 4</p>

school wellbeing resources  <b>£471</b>		
Contingency fund for acute issues  <b>£3428</b>	To respond to issues that arise throughout the year to enable us to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 70,385**

Actual expenditure = 61327.83

C/Forward to year 2 = £9057.17 (£7504 PP & £1553 FPP)

## 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 2021 to 2022 academic year.

	<b>ARE Reading</b>	<b>AARE Reading</b>	<b>ARE Writing</b>	<b>AARE Writing</b>	<b>ARE Maths</b>	<b>AARE Maths</b>
<b>EYFS</b>						
<b>Year 1</b>	<b>50%</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>	<b>75%</b>	<b>25%</b>
<b>Year 2</b>	<b>60%</b>	<b>30%</b>	<b>60%</b>	<b>30%</b>	<b>60%</b>	<b>40%</b>
<b>Year 3</b>	<b>44%</b>	<b>22%</b>	<b>44%</b>	<b>11%</b>	<b>78%</b>	<b>11%</b>
<b>Year 4</b>	<b>87%</b>	<b>50%</b>	<b>87%</b>	<b>13%</b>	<b>87%</b>	<b>0%</b>

Our internal assessments during 2020/21 suggest that the performance of disadvantaged pupils is lower than in the pre-pandemic years in key areas of the curriculum. However, the interventions in place are ensuring that children are making at least 'good' progress. The percentage of children working above age related expectation in KS1 shows good impact of the provision. The targeted interventions in Yr 4 have had significant impact too.

	<b>% Children achieving 3+ steps in reading</b>	<b>% Children achieving 3+ steps in writing</b>	<b>% Children achieving 3+ steps in maths</b>
<b>Year 1</b>	75%	75%	100%
<b>Year 2</b>	90%	100%	80%
<b>Year 3</b>	88%	89%	89%
<b>Year 4</b>	100%	100%	100%

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence

X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be significantly impacting, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in the plan and next year this will be extended further with nurture provision linked to our key skills and Christian values being provided at a land-based facility comprised of animals, horticulture and communal buildings, and offers a range of activities, experiences and support services to improve health and wellbeing. Underdeveloped social skills and rising SEMH needs following covid will be supported by this provision to enable the academic progress.

## 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>Reading – 66.6% made 3 steps progress</p> <p>Writing – 100% made 3 steps progress</p> <p>Maths – 100% made 3 steps progress</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.*