

# 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> 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 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. 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. This is followed up during Staff meetings and INSET. 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. 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) 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.