

Pupil premium strategy statement

St Bartholomew's CE Academy

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
School name	St Bartholomew's C of E Academy
Number of pupils in school	210 pupils
Proportion (%) of pupil premium eligible pupils (Ever6 FSM)	36% (72 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 Academic year 2024-25 (Year 3)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Hannah Carvell
Pupil premium lead	Thomas Kidd
Governor / Trustee lead	Peter Tansley

Funding overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£ 106,215
Recovery premium funding allocation this academic year	£
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	£ 106,215

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

At St Bartholomew's C of E Academy, we recognise that the needs of our children are diverse, we recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children.

We have used research-led approaches, combined with our in-depth knowledge of our children to allocate PPG. In order for our children to achieve their full potential, there needs to be a focus on ensuring their social, emotional development is prioritised to establish a secure foundation for them to achieve good academic progress.

We believe every child is entitled to an ambitious curriculum, that builds a broad and rich body of knowledge. We strive to enrich this through additional experiences that give them a thirst for more and an understanding of the value of their own education.

We will use Pupil Premium funding to support our vision. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	ATTENDANCE - Attendance and punctuality impacts on pupils' access to teaching and learning daily. It also impacts on the social relationships with their peers and adults and their confidence. Absence creates gaps in learning so that pupils fall behind their peers, and a lack of aspirations and hope for their future.
2	SEMH – A significant proportion of pupils have complex Social, Emotional and Behavioural needs. They do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language. Together, these factors result in pupils lacking confidence, displaying low resilience to demands, low self-esteem and often an inability to self-regulate their emotions and learning
3	PHONICS AND READING – A significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts, and the development of their cultural capital.
4	SPEECH AND LANGUAGE - Low levels of speech and language on entry to school is a barrier to progress. Significant proportion of children are not exposed to a wide range of vocabulary outside of school.
5	SEND - Intersectionality of SEND and Pupil Premium. Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties and motor skills
6	PARENTAL ENGAGEMENT - Parental engagement with school is limited. This has a limiting effect on their academic progress compared to that of their peers.
7	ENRICHMENT - Limited access to wider enrichment activities inhibits pupils learning lifelong skills and reduces pupils' cultural capital.

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	ATTENDANCE To improve the attendance of pupil premium pupils and reduce the number of pupils that are persistently absent..	• Increase in the attendance of pupil premium children as a group. • The number of pupils that are PP and are persistently absent will reduce. • There is a new policy in place, and this has been implemented rigorously which in turn has reduced the number of PP pupils absent from school and improved punctuality.
2	SEMH To improve those pupils with SEMH needs ability to regulate. • To improve staff's ability to support pupils with SEMH needs	• Children know how to regulate their emotions independently and confidently, leading to their improved wellbeing, confidence and higher aspiration of themselves.

		• qualitative data from student voice, student and parent surveys and teacher observations • Learning walks demonstrate good behaviour for learning across the school. • There is a reduction in behaviour incidents.
3	PHONICS AND READING To improve the number of PP pupils achieving the phonics screening check in Year 1. To improve the % of pupils leaving Reception at the expected phonic level. To improve the fluency with which pupils across the school read.	• Increase in the % of pupils working at age-related expectations in Reception and Key stage 1. • The vast majority of PP pupils, in Key Stage 2 read fluently and share a love of reading. This is reflected in the Accelerated Reader measures.
4	SPEECH AND LANGUAGE To improve children's language, communication, and interaction development.	Children make good progress in the Wellcomm assessment from their baseline. Increase in the % of pupils working at age-related expectations in Reception Communication and Language strand. The vast majority of pupil receiving Pepper therapy will meet their targets. There is a focus on teaching vocabulary throughout the curriculum.

5	SEND & PP NEEDS INTERSECTIONALITY To improve social communication, poor working memory, attention difficulties and motor skills	Adaptive teaching to support pupil needs. SEND specialist working with parents and staff to support pupil's needs Outcomes of SEND pupils with PP increase
6	PARENTAL ENGAGEMENT To increase parental engagement in learning at home and at school.	Increase parental engagement in school life and pupil's learning by providing opportunities that reduce identified parental barriers.
7	ENRICHMENT Children develop wider life experiences to support them in their next stage of learning and life.	Increase in the % of pupils enjoying trips and visits that enhance the curriculum offer.

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: 63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training and resources to secure strong and consistent phonics teaching for all pupils.	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.	3,4,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF We will purchase resources and fund ongoing teacher training and release time.	2,3,4,5,6,7
SEMH and behaviour approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Use therapeutic support and other provision to develop independent self regulation strategies for pupils with complex social emotional and behavioral needs.	1,2,6,7
On going teacher training/coaching to develop and maintain consistently high quality first teaching	https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	2,3,4,5,6

practices to support SEND and disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number and address
A targeted approach to speech and language delivered by a Speech and Language Therapist. All pupils in Reception baselined using the Wellcomm assessment.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Pepper therapy £11,700	2,3,4,5
Deliver targeted interventions for those pupils at risk of falling behind in phonics.	https://educationendowmentfoundation.org.uk/news/phonicsmastering-the-basics-of-reading Acting 'swiftly' to enable those pupils to catch up quickly.	2,3,4,5
Deliver targeted support and interventions of those pupils at risk of falling behind in reading.	https://educationendowmentfoundation.org.uk/news/phonicsmastering-the-basics-of-reading Acting 'swiftly' to enable those pupils to catch up quickly. Metacognition strategies to support comprehension and developing fluency in reading have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils'	2,3,4,5

	reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition Accelerated reader programme for reading and comprehension £9,958	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
A targeted approach to 1:1 Therapy delivered by a qualified Counsellor to support the mental health and wellbeing of pupils	https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf The intensity of intervention (from universal to targeted to specialist) should increase with need.	1,2,6,7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Training and release time for Attendance Lead to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement SLA LAAO: £1,080 Attendance awards: £700 Attendance lead	All

implement new attendance policy. Training and release for the Attendance Lead to analyse attendance data and implement actions informed by data evaluation. Attendance and inclusion support through Local Authority Attendance office.		
Plan a structured programme of trips/visits and visitors to support the wider curriculum and provide first-hand experiences to PP children.	Pupil Premium children require further opportunity outside of the classroom to demonstrate the core values essential for future life aspirations and to increase development of cultural capital. High number of pupil premium children lack aspirations for future careers and opportunities as well as the parental support to achieve these. High achieving pupil premium children require further enrichment experiences e.g. creative writing, problem solving skills, visits to local universities to bridge the gap to all other pupils. Enrichment opportunities develop self-esteem, self regulation and resilience. They give opportunity for children to have a positive impact on their own environment. There are wider benefits from accessing arts opportunities as well as regular physical activity in terms of engagement, language, mathematical and physical development, health and wellbeing as well as other potential benefits (such as improved attendance) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/physical-activity Dol y Moch Y6 residential subsidised Visitors and Trips travel subsidised After clubs fully subsidised	All

	Coventry Music - £1250	
Parental engagement activities – learning events Library events Celebration events Learning workshops	Supporting parents to help their children read via home and family literacy interventions classroom and home-based summer reading interventions ; school-home communication, including via text message; structured, targeted interventions for parents aimed at improving children’s social, emotional and behavioural outcomes, which could support learning https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/parental-engagement	All
1Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 106,215

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.

- To assess the impact of last year's Pupil Premium spend, the school have undertaken a variety of self-evaluation activities including, formal assessments, pupil voice, book scrutiny, lesson observations, attendance data.

This information has been used to evaluate the impact.

- Outcomes for 2023-24:

- Phonics Year 1

Y1 phonics	Pupil Premium Pass	Non-Pupil Premium Pass
Phonics Screen	60%	77%

- KS1 Outcomes

Y2	Pupil Premium (ARE+)	Non-Pupil Premium (ARE+)	Pupil Premium (GDS)	Non-Pupil Premium (GDS)
Reading	0%	15%	0%	0%
Writing	0%	5%	0%	0%
Maths	0%	5%	0%	0%
Combined RWM	0%	5%	0%	0%

- KS2 Outcomes

	Pupil Premium (ARE+)	Non-Pupil Premium (ARE+)	Pupil Premium (GDS)	Non-Pupil Premium (GDS)
Reading	82%	48%	18%	16%
Writing	54%	37%	18%	11%
Maths	63%	69%	18%	11%
Combined RWM	45%	32%	9%	11%

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
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Reading books and comprehension quizzes for Y2 – Y6	Accelerated reader and Myon – Renaissance
School counsellor	Time For You
Therapeutic support	S. Poole