

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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 2024 to 2025 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 Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	57 pupils ~ 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	R Restall
Pupil premium lead	K Whitaker
Governor / Trustee lead	P Laggan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,880
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,880

Part A: Pupil premium strategy plan

Statement of intent

As a fully-inclusive school, all of our pupils are valued irrespective of their background or the challenges they face. We expect them to make the best possible progress and have the opportunities to flourish. Our Pupil Premium Strategy is designed to support all of our pupils, including those from disadvantaged circumstances, in order for them to achieve success.

Our staff know that their first teaching is of the highest importance. Therefore, high-quality teaching is at the heart of our approach. 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. We aim to provide a broad and deep curriculum that enables all pupils to make sustained progress alongside their peers.

As the challenges for families and their children can change rapidly, our approach will aim to be responsive and flexible, meeting the children's needs as they arise. The approaches we have and will adopt, complement each other to engender pupils success. 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 need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and ensure that they have high expectations for all children

Challenges

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

Challenge number	Detail of challenge
1	Lack of future aspirations/attitudes/ behaviour for learning/mental health
2	School context of deprivation: The majority of our pupils are in the bottom 50% most deprived areas, and a large proportion of our families eligible for pupil premium are facing social and economic challenges. Our school deprivation indicator (IMD) puts us within the 4th decile.
3	SEND/attainment on entry/mobility Currently, 12 of the 57 (21%) of the children eligible for PP have SEND
4	We are still seeing the impact of lockdown measure on our pupils and families. There remain noticeable gaps in learning alongside the negative impact on the mental and physical wellbeing of some children and their families. There is

	some disengagement with school and some children struggle with their readiness to learn.
5	Pupils who are eligible for the Pupil Premium can have fewer wider opportunities than our children who are not eligible for PP
6	Low attendance, including lateness. 16 out of 57 pupils (~32%) have been persistently absent (YTD Oct'24).

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
To improve attainment in reading, writing and maths across the school for pupils eligible for PP, including higher attaining disadvantaged pupils (narrow the gap.)	Most pupils eligible for PP make at least good progress from their starting points.
Continue to ensure that teaching, learning and assessment across the school is at least good and that this is having a positive impact on PP achievement in all classes, including higher attaining disadvantaged pupils.	Teaching, learning and assessment across the school will continue to be at least good over time ensuring that most pupils eligible for PP across the school make at least good progress from their starting points
Continue to improve children's mental health and wellbeing through the embedding of the We Eat Elephants resources across all classes, and the implementation of extra small group support, where appropriate, to ensure SEMH continues to be a high priority.	Pupils who are experiencing emotional and behavioural difficulties will be further supported through the WEE programme. This will ensure that safeguarding and behaviour are excellent across the school and the mental health and wellbeing of our pupils remains a high priority.
To improve the wider opportunities for all children including those eligible for PP.	Pupils eligible for the PP will take part in extra-curricular clubs and all children will take part in regular performances. This will help them to feel valued and part of the whole school community, raising their future aspirations.
To improve the attendance of all pupils, including those eligible for PP.	PP children have similar attendance and lateness to non-PP pupils.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to teach phonics programme and rapid catch-up sessions to ensure consistently strong 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.	4
One-to-one, small group tuition.	Individual and smaller groups of pupils benefit from direct teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 4
Breakfast Booster sessions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 4
Specific staff recruited to engage all pupils in PE and music throughout the school		1, 2, 5

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

Budgeted cost: £23,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue annual online licence of Lexia, SPaG.com, Grammarsaurus,	High-quality reading and maths interventions have a positive impact on pupils' language and number skills.	1, 2, 4

TimesTable Rockstars/NumBots to improve reading, maths and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.		
Extra support for Year 6 pupils, including those with PP, in lead up to SATs	Collaboration between our highly experienced class teacher and skilled teaching assistant in support of those children who need to demonstrate accelerated progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Performing Arts – with a particular Dance focus</i>	It has been shown that the performing arts can have a significant positive impact on wellbeing as part of a broad and deep curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Regular monitoring of attendance and lateness – including regular and specific contact with families of concern	Having all pupils in school for the whole day can only have a positive impact on their achievements and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	2, 3, 4, 6

Total budgeted cost: £59,880

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.

Initial Year 6 assessments from September compared with June showed good progress in reading, writing and maths.

Uptake for school visits, including residential visit to Robinwood, increased.

More children have had music lessons due to subsidised costs.

Children more engaged in school due to booster and 1:1 sessions. The children had a more positive view of school and were, therefore, ready for their next steps into Key Stage 3.

Attendance for persistent absentees increased.

Using the Lexia programme, there was an increase in engagement for reading at home and for pleasure.

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?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.