

St Barnabas Primary School: Pupil Premium strategy 2021-2022

The Pupil Premium is additional funding allocated by the Government to schools to support pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after, children who have been adopted from care or who have left care under a Special Guardianship or Residence Order, and children of service personnel.

All schools are required to report on the amount of funding and how it is being used. The details are in the report below.

In the 2020-2021 academic year the annual funding is as follows:

- £1345 per pupil for free school meal/ever 6 children
- £2345 per pupil for looked after and adopted children
- £310 per pupil who are service children or have been since 2011

1. Summary information					
School					
Academic Year	2021-22	Total PP budget	£41,695	Date of most recent PP Review	June 21
Total number of pupils	172	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Nov 2021

2. Current attainment		
Based on teacher predicted results for 20/21 SATS cancelled because of Lock down.	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in reading, writing & maths	17%	%
% making expected progress in reading	50%	%
% making expected progress in writing	33%	%
% making expected progress in maths	17%	%

3. Barriers to future attainment (for pupils eligible for PP) 2021-2022	
In-school barriers	
A.	Pupils with additional needs including those with SEND and EBD.
B.	Pupils with gaps in their learning, retention issues and those who find it hard to retain, use and apply knowledge particularly in maths
C.	Pupils with limited vocabulary, book exposure, conversational experiences and a reluctance to write.
D.	Closure because of Covid has reduced exposure to high quality first teaching.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Social, emotional and behavioural problems that impact on well-being and progress.
F.	Parental engagement
G.	Reduced exposure to sport, music, art and nature because of poverty and lack of opportunity.

4. Desired outcomes		Success criteria
A.	Good Progress - Children with additional needs have the right support in place. This will be co-ordinated by the SENDCo for SEND and the ELSA for EBD. For the class teachers and TAs to work closely to ensure they are meeting the needs of the pupils. To work with outside agencies and parents and carers.	Children make at least expected progress. Children to be supported to make accelerated progress to close gaps. Guidance and support to be given to families to work with children at home. Additional opportunities in place to provide extra for pupils e.g. extra small group work. Teachers and TAs are trained by the SENDCo to take ownership of the interventions that are delivered.
B.	Pupils with gaps in their learning, retention issues and those who find it hard to use and apply knowledge are given a range of strategies to support them especially in maths.	Progress and attainment closely monitored in pupil progress meetings for vulnerable pupils in RWM and monitoring shows that the interventions and individualised support is making a difference.
C.	Pupils with limited vocabulary, book exposure, conversational experiences and reluctance to write are given a range of strategies to support and engage them.	A range of experiences in school to develop language and conversation. For example, ARCH readers, gardening, author events, weekly library times and regular visits to museums. Purposeful additional writing experiences for children to celebrate the joy of writing.
D.	Gaps in knowledge acquisition caused by Covid closure and bubble working are narrowed by using a range of catch up strategies and in particular 1:1 support and small group catch up sessions.	Children make at least expected progress. Children to be supported to make accelerated progress to close gaps
E.	Collaboration with families to address social, emotional and behavioural problems to improve learning behaviours.	Children understand home and school work together as a partnership. The Psychotherapist to be involved with families and to offer additional support and guidance to signpost families for additional support outside of school. To use QCA to evidence progress. To support children with homework.

F.	Parental Engagement	Meet parents (informally) at least twice a half term to give advice and support to enable them to help their children at home. Offer resources including loan of chrome books for home learning and
G.	Reduced exposure to sport, music, art and nature because of poverty and lack of opportunity.	Extra PE sessions with sports coach, music taster sessions with peripatetic music teachers. Extra visits locally to build general knowledge and confidence in contributing to lessons.

5. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils making good progress with additional support	TA support is allocated to the needs of specific children and for some of their hours they work with the teacher to provide the best support for PP pupils.	Extra teacher time allocated to support children needing to make accelerated progress after lock down. Small group work particularly for writing and 1:1 for maths. In addition, TAs work with the teachers. High level needs will have 1-1 time daily or 1-2. TAs will also support the class while teachers work with vulnerable groups. Specific interventions will be delivered for pupils.	This will continue. Teachers are skilled at working with their TAs to provide the best possible support they can for pupils. Teachers and the SENDCo train staff to deliver interventions and TAs will manage groups so teachers can focus on the pupils that benefit from small focused groups.	£17,200
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The newly qualified ELSA to work with pupils and to train TAs to deliver play sessions to support emotional well-being so children can engage in learning.	The ELSA works with individuals or groups identified in Pupil Progress meetings or by teachers. Series of 6 sessions per child or per small group focus on particular learning behaviour. Play therapy sessions delivered by TAs and monitored by the ELSA and SENDCo support children's emotional needs.		This support will continue. This has had a positive impact on managing wellbeing and engagement in learning. The overview of pupils that is held by the ELSA and SENDCo and their links with outside agencies ensures appropriate support is in place. This will continue next year.	£11,000

Additional TA hours. To support children with play sessions, social skills, SEAL. Additional hours in the FSU/Y1 to support PP pupils. The support is to enable children to engage in learning and to develop their vocabulary and	The school values the input from TAs. The TAs have received training from a Psychotherapist and they are able to offer valuable play sessions to support pupils' emotional wellbeing. This included extra Forest School style sessions in a small group from a trained Forest School Leader.	This support will continue, children that may struggle to engage with school benefit from having dedicated time to support their wellbeing. This support is a long term investment and the results take time but when the time is invested a huge difference can be made.	£11,500
ARCH and and Talk Boost. Interventions to promote reading and to develop vocabulary.	Children are identified that will benefit from this additional support. A high level of importance is placed on language skills.	This support will continue as it has an impact on writing. Need to emphasis when working with children how the reading skills and vocabulary can be used to improve writing – e.g. reading work through and editing, making vocabulary more interesting.	£3,500
iii. Other approaches			
Desired outcome	Chosen action/approach Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Enrichment e.g. Trips, support with interests to improve engagement and self esteem	Supporting children with trips including residential, music lessons, gym, attending After School Club and morning club. Children and parents/carers value the opportunity to take part in a range of activities.	Pupils' engagement in school life improves and this is reflected in their confidence to take part in other activities. Some pupils have benefitted from music lessons. Children's confidence and self-esteem improves and they are proud to show what they have achieved in school concerts.	£6,000
Investment in online resources for reading and maths to support children at home and at school.	Maths – use of online resources and good teaching has improved maths outcomes.	To continue with online resources. Parents and pupils value the access to an online resource that supports learning in the classroom. To improve monitoring of their use. Previously not consistent.	£2,220
Invest in resources for children to use at home to support understanding and to provide an opportunity for children and parents to play games.	Classes have borrow boxes and backpacks for children to take home learning resources and to share them with their family. Art and science packs also provided for children at home during lock down. Chrome books provided by school and the DfE	To continue this and monitor in Pupil Progress Meetings.	£1,000
Investment in spare PE kits for children.	Children always able to take part in events and PE lessons.	To continue	
		Total cost	£52,420

6. Planned expenditure			
Academic year	2021-22		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies			
i. Quality of teaching for all			
Desired outcome	Chosen action / approach What is the evidence and rationale for this	How will you ensure it is implemented well?	When will you review implementation?
Good progress in maths (KS2)	Using the new scheme Big Maths teachers to plan carefully for individual pupils so they have the right experiences to improve their chances of making progress and reaching expected outcomes in maths. Trained TA works 1:1 with children to increase progress and fill gaps in learning. Maths Co-ordinator provides extra sessions.	Learning walks and pupil surveys by Maths Co-ordinator and monitoring of outcomes x3 a year.	Three times a year at Pupil Progress Meetings. If gaps are appearing maths co-ordinator to review planning and provision with the class teacher.
Good progress in writing whole school.	For all teachers to be following the writing policy. To provide engaging experiences so children want to write and are proud to share their work. RWI phonics for Reception and KS1 and RWI spelling programme for KS2 to ensure full coverage for all children. Extra teacher provides small group work for focussed writing support for accelerated progress.	Learning Walks, writing moderation, book Monitoring. Review of data X3 year. Teacher meetings to review writing and moderate children's work.	If gaps are appearing English co-ordinator to review planning and provision with the class teacher.
Good progress supported by good marking and feedback.	Good quality marking and feedback to make an impact on pupils and to support them with their next steps. Revised policy with focus on immediate verbal feedback	Regular learning walks, pupil voice, book monitoring to evidence progress or lack of progress and follow up.	Co-ordinators to review feedback effectiveness 3x year..
Good progress in language skills supported by specific interventions and outside agencies.	To support pupils in their development of language a range of strategies are used for example, Talk Boost in FSU, talk for writing, P4C, good quality targeted questioning., hot seating, drama, mixed ability guided reading discussions, volunteer readers, ARCH, weekly library sessions and roles and responsibilities through the school.	Teacher and pupil feedback, teacher feedback at Pupil Progress meeting and feedback from parents at Parent Consultation Meetings.	To monitor effectiveness of interventions through discussions in pupil progress meetings and planning meetings.
TAs to work with the main class to provide teachers with the opportunity to work with focused groups.			
ii. Targeted support			
Desired outcome	Chosen action / approach What is the evidence and rationale for this	How will you ensure it is implemented well?	When will you review implementation?

Engaged confident pupils ready to learn as they have had specific support for their emotional wellbeing.	Play therapy for identified vulnerable pupils –Trained HLTA to co-ordinate. Lego Therapy and support from outside agencies. New scheme Jigsaw introduced in September 2020 to build confidence and skills for life and learning	Monitored three times a year – increase in QCA scores . Jigsaw monitoring	Pupil Progress Meetings
Engaged and confident children that have strategies to manage their emotions.	To use Jigsaw to support emotional wellbeing. Jigsaw training in October 2020 To revisit strategies to support children with communication and interaction difficulties.	Learning walks by Headteacher, SENDCo.	Pupil Progress Meetings
Engaged confident pupils ready to learn as they have had an intervention that supports a specific need.	Interventions for specific learning difficulties in place – Toe by Toe, precision and pre-teaching, small groups work and 1-1. ASD tracking. Lego Therapy etc.	SENDCo to monitor – vulnerable tracking to record progress. HT to monitor data.	Pupil Progress Meetings
Engaged confident pupils that take part in a range of opportunities.	Children to be supported financially on trips and excursions so whole class can attend. E.g. trips to Museums outside Oxford and residential trips to Yenworthy.	Parents supported financially where needed. Teachers/Head to contact as needed.	Annual budgeting
iii. Other approaches			
Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Parental engagement to support learning in school and for children to value the partnership of school and home.	Staff to have a list of focused pupils that they meet regularly with parents. This will be to celebrate learning and work together to make progress. In lock down this is by telephone or door step visits.	This will be monitored in Pupil Progress meetings 3x a year,	3x a year
Investment in online resources for pupils at school and at home particularly	Online resources engage the children they enable children to practise skills they have learnt in class. Children without the necessary technology at home are given additional time in school.	Teachers can track online how much children are using the resources. Teachers to offer additional time slots for pupils that do not have access at home.	Annual payments for the online resource and extra chrome books.
Wellbeing support	Clothes, food, outings, books. Cost covered by donation to a School wellbeing fund.	Feedback from teachers	Half-termly
Total budgeted cost			£41,000