



St Barnabas C of E Primary Academy

Pupil Premium Strategy Statement 2020-21

School Overview	
Metric	Data
School name	St Barnabas C of E Primary Academy
Pupils in school	227
Proportion of disadvantaged pupils	42.3%
Pupil premium allocation this academic year	£139,880
Academic year or years covered by statement	2020-2023
Publish date	December 2020
Review date	September 2021
Statement authorised by	LAB
Pupil premium lead	Cheryl Nelson
Governor lead	Rhian Williams

Pupil Performance for last academic year (2019-20)			
Measure	Disadvantaged Pupils	Other Pupils All pupils	All pupils
KS2 Reading Progress Score	No data available due to COVID-19	No data available due to COVID-19	No data available due to COVID-19
KS2 Writing Progress Scores			
KS2 Maths progress Score			
Meeting expected standard at KS2 in RWM combined			
Achieving high standard at KS2 in RWM combined			
Phonics (Dec 2020)	No data available due to COVID-19	No data available due to COVID-19	No data available due to COVID-19
Attendance – up 20/03/2020	93.3%	96.1%	95.3%



Strategy aims for disadvantaged pupils

Aim	Target	Target Date	RAG 2021	RAG 2022	RAG 2023
To improve reading outcomes	Attainment in reading of PP pupils is at least in line with national at the expected standard by the end of KS2.	July 2023			
To improve phonics outcomes	Attainment in phonics is at least in line with national in Y1 for all PP pupils.	July 2023			
To improve mathematic outcomes	Attainment in mathematics of PP pupils is at least in line with national at the expected standard by the end of KS2.	July 2023			
To improve underachievement of PP pupils	Learning enriched by providing pupils with a deeper understanding of the wider curriculum.	July 2023			
To improve attendance	Improve attendance of PP pupils to be in line with national and all pupils and reduce persistent absence to below 10%.	July 2023			

Tier 1- Teaching priorities for current academic year

Measure	Activity
Priority 1 Improve attainment in reading	Staff training on Guided reading schemes of work and implementation. Staff training on Bug Club.
Priority 2 Improve attainment in phonics	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 3 Improve attainment in mathematics	Work with the maths hub and whole school training on Power Maths scheme of work.
Priority 4 Improve underachievement/ readiness to learn	Plan and deliver a Recovery Curriculum that addresses gaps in learning for PP children. Training and quality teaching to make links and connections in learning explicit for children. Introduce and deliver International Primary Curriculum across school. Staff training on IPC delivery and teachers' knowledge of AfL.



Priority 5 Improve attendance	Employ Learning Mentor to make first response phone calls, monitor attendance and to support families with attendance and acute need. Free places at Breakfast Club for PP children if required
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions. Reading stamina Engagement in learning Attendance and punctuality issues Staff confidence in delivering new schemes of work
Projected spending	£75,000

Tier 2- Targeted academic support for current academic year

Measure	Activity
Priority 1 Improve attainment in reading	Allocate and train teaching assistants to support reading interventions. Purchase and implement Bug Club reading support system. Purchase and implement MARK - SHINE reading intervention. Reading volunteers to work 1:1 with targeted children.
Priority 2 Improve attainment in phonics	Allocate and train teaching assistants to support phonics interventions. Purchase and implement Bug Club phonics support system.
Priority 3 Improve attainment in mathematics	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. Purchase and implement MARK - SHINE intervention.
Priority 4 improve underachievement/ readiness to learn	Training for teaching staff – Quality First Teaching – to ensure consistency across school and impact on pupil progress and achievement. Training for teaching assistants to deliver quality interventions. Development of IPC personal learning goals so that they are embedded in all aspects of school and home.
Priority 5 Improve attendance	Employ Learning Mentor to work with children and families who miss out on learning due to persistent lates/absences.



Barriers to learning these priorities address	The impact and quality of the CPD. Sufficient phonic reading resources. Attendance and punctuality issues. Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£45,000

Tier 3- Wider strategies for current academic year	
Measure	Activity
Priority 1 Improve attainment in reading	Promote reading for pleasure across school through library visits and activities through school.
Priority 2 Improve attainment in phonics	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 3 Improve attainment in mathematics	Promote mathematics core skills across school through TTRS, events and activities through school. Parent engagement events – drop-ins and maths help clubs.
Priority 4 Improve underachievement/ readiness to learn	Provide access to breakfast club for identified children. Provide access to remote learning for disadvantaged pupils. World of Work Week – develop further to include wider range of jobs and opportunities. Wide range of trips, clubs and visits to enrich learning. Target children to attend after school clubs/develop skills and continue to fund ukulele lessons for Y5.
Priority 5 Improve attendance	Learning Mentor to engage with parents of disadvantaged children to promote wellbeing and good mental health.
Barriers to learning these priorities address	Attitudes to reading. Parental engagement and support Current restrictions due to Covid
Projected spending	£19,880



Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders.
	Consistency of teaching across school	Sharing good practice and developing coaching/mentoring
Targeted support	Ensuring enough time for school to support small groups.	Use of teaching assistance to lead small groups.
	Time for appropriate staff professional development	Use of INSET days, staff training and cover to enable staff to attend CPD.
Wider strategies	Engaging the families facing most challenges	Use of Learning Mentor and Class Dojo, Seesaw to establish positive relationships.