



St Barnabas C of E Primary Academy

Pupil premium strategy statement

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 C of E Primary Academy
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	48.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	20 th December 2021
Date on which it will be reviewed	20 th December 2022
Statement authorised by	Charmain May
Pupil premium lead	Cheryl Nelson
Governor / Trustee lead	Rhian Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,535
Recovery premium funding allocation this academic year	£14,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£153,470

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas our intention is that all children shine irrespective of their background or the challenges they face. The purpose of our pupil premium strategy is to fulfil this intent by supporting disadvantaged children to achieve their academic and non-academic potential.

In constructing our strategy we will consider the barriers faced by disadvantaged children and support them to overcome these barriers.

At the heart of our pupil premium strategy is a focus on high standards of quality first teaching and intervention at the point of need. Our strategy is integral to the wider plan for educational recovery following the Covid pandemic.

Our approach will be sensitive to individual needs and responsive to common challenges. It will be firmly rooted in diagnostic assessment and not an assumption of the impact of disadvantage. Our approach will be a whole school approach to ensuring that disadvantaged children receive sufficient challenge and intervention at the point of need. All staff are responsible for ensuring that disadvantaged children shine.

Preparing our children to shine brightly.

'Shine like stars in the universe.' Philippians 2:14-15

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Attendance and persistent absence.</i></p> <p>Our current attendance data shows that attendance for disadvantaged children is approximately 3% lower than non-disadvantaged children. This data also shows that PA is more than double for disadvantaged children than those who are not disadvantaged. Pupil progress meetings suggest that absenteeism is negatively impacting disadvantaged children's progress and attainment.</p>
2	<p><i>Attainment gap in reading, writing and mathematics.</i></p> <p>Our most current data demonstrates a clear attainment gap between disadvantaged and non-disadvantaged children in all year groups except year 6.</p>

3	<i>Attainment at the higher standard in reading, writing and mathematics.</i> Our most current data shows that disadvantaged children are not reaching the higher standards in the same way that non-disadvantaged children are reaching higher standards.
4	<i>Enrichment opportunities</i> Observations suggest that our disadvantaged children have fewer opportunities outside of school to take part in enrichment activities that will develop their cultural capital and character.
5	<i>Vocabulary and communication skills</i> Through pupil progress meetings, teachers are identifying a significant decline in children's vocabulary and communication skills. This is more evident in disadvantaged children and especially in EYFS and Key Stage 1.
6	<i>Social and emotional needs.</i> Our observations and referrals from staff indicate that the well-being of disadvantaged children has been particularly impacted by the pandemic and school and bubble closures. This is presenting in challenging behaviours, upset, homelessness, hunger, mental health deterioration.

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 attendance for all groups of children but particularly disadvantaged children, and to reduce rates of PA.	Attendance for disadvantaged children improves to 96+% PA for disadvantaged children reduces in line with PA for non-disadvantaged children.
To improve reading attainment for disadvantaged children.	KS2 reading outcomes in 2023-24 show that disadvantaged children attain at the same high rate as non-disadvantaged children at both expected and higher standards.
To improve writing attainment for disadvantaged children.	KS2 writing outcomes in 2023-24 show that disadvantaged children attain at the same high rate as non-disadvantaged children at both expected and higher standards.
To improve maths attainment for disadvantaged children.	KS2 maths outcomes in 2023-24 show that disadvantaged children attain at the same high rate as non-disadvantaged children at both expected and higher standards.
To improve enrichment opportunities for disadvantaged children.	Disadvantaged children have access to a wealth of enrichment opportunities so

	that they develop character and cultural capital enabling them to shine in their future life.
To improve the vocabulary and oral language skills of disadvantaged children.	Assessments and observations will show significantly improved vocabulary and oral communication which transfers into improved written outcomes in book looks.
To achieve improved well-being for all children at St Barnabas, particularly for our disadvantaged children.	High levels of well-being demonstrated by reduced behaviour incidents, reduced referrals from staff and pupil and parent voice.

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

Budgeted cost: £ 64,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Roll out of Kagan across all year groups</i>	The EEF states that 'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.'	2, 3
<i>CPD aimed at consistently good or better teaching</i>	The EEF states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'	2,3
<i>Intervention at the point of need in maths lessons</i>	EEF states 'In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.'	2, 3
<i>Purchase of a new DfE approved phonics scheme and associated training</i>	EEF states 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	2,3
<i>Intervention at the point of need in reading and writing lessons</i>	'Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.'	2,3
<i>Feedback and mentoring</i>	EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'	2,3

Targeted academic support

Budgeted cost: £ 49,854.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition for maths and writing – the Tutor Trust</i>	EEF states that ‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’	2,3
<i>Gaps analysis and interventions for reading and maths - Shine</i>	EEF states that ‘teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.’	2,3
<i>Vocabulary and communication interventions</i>	Education Endowment Foundation EEF	5
<i>Phonics interventions</i>	EEF states ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’	2,3
<i>Additional 1:1 reading; precision teaching</i>	EEF in the TES ‘Coping with COVID – Reading key to closing the learning gap’	2,3

Wider strategies

Budgeted cost: £ 32,816.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapy for individuals and groups</i>	EEF evidence demonstrates positive impact Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 6
<i>Subsidised breakfast club</i>	EEF evidence shows that hunger has a negative impact on learning. ‘Most importantly, breakfast provision helps ensure that no child has to learn when they’re hungry.’ EEF December 2019	1,2,3,6

<i>Subsidised visits and visitors.</i>	‘At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “ <u>arts for arts’ sake</u> ”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’ Taken from Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4,5
<i>After school activities</i>	‘At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “ <u>arts for arts’ sake</u> ”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’ Taken from Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	1,4,5,6
<i>Learning Mentor – targeted attendance</i>	‘evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes.’ Taken from Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3
<i>Nurture groups</i>	EEF evidence demonstrates positive impact Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,6

Total budgeted cost: £ 146,865.27 with £6,604.75 remaining to respond to needs that arise during the year.

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.

Our internal assessments show that the performance of disadvantaged children was lower than non-disadvantaged children. The reasons for this are linked to the level of disruption caused by the COVID pandemic and the disproportionate impact this had and continues to have on disadvantaged children. During the national whole school closures our disadvantaged children were unable to benefit from targeted interventions as we had intended. We attempted to mitigate against this by providing good quality remote learning, including during partial closures.

The impact of the purchase of new schemes of learning and their associated costs will need to be monitored over the next academic year, as the level of disruption to learning last year has meant that implementation delivery has not been as we had planned.

Our recovery curriculum put disadvantaged children at its heart and continues to do so. Well-being, behaviour, mental health, social skills and communication are at the forefront of this work and anecdotally has had a positive impact on disadvantaged children. We used pupil premium funding to provide well-being support for disadvantaged children.

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
Power Maths	Pearson
Bug Club guided and home reading	Pearson
Mark and Shine	Hodder
Class Dojo	

Service pupil premium funding

None received.

Further information (optional)

Our pupil premium will be supported by additional activities not being funded by pupil premium or recovery premium.

- *We have established a small foodbank at school for parents in need to access.*
- *We also have an established relationship with Manchester Central Foodbank so that we can refer families in need.*
- *We provide a wide range of enrichment activities including opportunities to apply to be a representative on one of our councils / committees and after school clubs.*
- *We have 4 trained mental health first aiders – 2 of whom specialise in paediatric mental health.*
- *We have 3 trained Early Help assessors.*
- *We have started working with Manchester City Council's Young Carers team to provide support for children with a caring role.*
- *We take advantage of our relationship with City in the Community to secure healthy eating workshops, a mindfulness programme and gifts at Christmas.*

We believe that by supporting our families and children in this way they are better placed to learn and therefore better placed to shine.