

## St Bartholomew's C of E Primary School

*Pupil Premium Strategy Statement- Academic Year 2018 - 2019*



**Overview of the school:** St Bartholomew's C of E Primary School is a larger than average inner city school serving an area of significant deprivation. Pupils come from a wide range of backgrounds and ethnicities. The proportion of children who join and leave the school within the academic year is significantly higher than national. Many children who arrive at school have little or no English, with many not having been to a school in their country of origin. We have high aspirations and ambitions for our pupils and we strongly believe that it is not about backgrounds, culture or challenges but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that all pupils are given every chance to realise and reach their full potential.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to the maximum effect.

For our school, it is important to note that we invest the pupil premium in our pupils regardless of whether they are low attaining or not.

The Pupil Premium is specific, additional funding received by schools to provide additional support for children from low-income families or those children who are looked after. The extra funding is provided to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged backgrounds and those from more affluent backgrounds.

The funding is provided to children who:

- Have been eligible for free school meals at any point in the last six years
- Have been looked after continuously for a period of six months
- Have parents currently serving in the armed forces

### 1. Summary Information

**School:** St Bartholomew's C of E Primary School

**Academic Year:** 2018 - 2019

**Total PP budget:** £318 290

**Date of most recent PP review:** NA

**Total number of pupils:** 720

**Number of pupils eligible for PP funding:** 254

**Date for next internal review of this strategy:** July 2019

## 2. Current Attainment (2017 - 2018)

	All pupils			Pupils eligible for PP funding			Pupils not eligible for PP funding		
	School	National	Leeds	School	National	Leeds	School	National	Leeds
<b>EYFS:</b> % attaining GLD	52%	72%	TBC	48%	57%		54%	74%	
<b>Y1:</b> % at the required standard in the Y1 Phonics test	72%	83%	TBC	73%	72%		71%	85%	
<b>KS1:</b> % achieving the expected level in reading	56%	75%	TBC	51%	63%	TBC	59%	79%	TBC
<b>KS1:</b> % achieving the expected level in writing	42%	69%	TBC	37%	55%	TBC	46%	74%	TBC
<b>KS1:</b> % achieving the expected level in maths	52%	76%	TBC	42%	63%	TBC	59%	80%	TBC
<b>KS2:</b> % achieving the expected level in reading, writing and maths	56%	64%	TBC	46%	51%	TBC	76%	70%	TBC
<b>KS2:</b> % achieving the expected level in reading	63%	75%	TBC	56%	64%	TBC	76%	80%	TBC
<b>KS2:</b> % achieving the expected level in writing	82%	78%	TBC	76%	67%	TBC	92%	83%	TBC
<b>KS2:</b> % achieving the expected level in GPS	79%	75%	TBC	76%	67%	TBC	84%	82%	TBC
<b>KS2:</b> % achieving the expected level in maths	66%	76%	TBC	56%	64%	TBC	84%	81%	TBC
<b>Reading progress score:</b>	+3.1 – significantly above average			+ 2.1					
<b>Writing progress score:</b>	+4 – significantly above average			+ 4.1					
<b>Maths progress score:</b>	+2.8 – significantly above average			+ 2.2					

### 3. Barriers to future attainment (for pupils eligible for PP, including the higher ability)

#### In school barriers *(issues to be addressed in school such as poor oral language skills)*

<b>A.</b>	Cognitive: The majority of children enter school significantly below age related expectations Some children require further support with their knowledge and understanding of basic skills in reading, writing and maths. Gaps in learning mean that some children need to be targeted for individualised/ small group support to help them catch up.
<b>B.</b>	Social/ emotional/behaviour issues: Children require support to develop and manage their self-confidence, emotional well-being, self-control and independence due to a variety of factors. The school's non exclusion policy helps integrate children with significant behavioural issues into main stream education, however these children require individualised support to help them access learning.
<b>C.</b>	Oral language: Spoken language skills of children in Reception and KS1 are lower for children eligible for PP than other children. This has an impact upon reading and writing attainment. Many children throughout school have specific needs with their language and communication, which require additional targeted support.
<b>D.</b>	Mobility: Many children enter/leave the school within the year – by the time children reach Year 6, a significant proportion have arrived since Reception.

#### External barriers *(issues which also require action outside of school)*

<b>E.</b>	Financial/ home life implications: A number of families live in landlord housing and often move from house to house due to rent arrears. Many children have less access to cultural and social experiences, which would enhance their skills, knowledge and understanding of the wider world and help develop their imagination. Numerous families struggle to provide a sustained healthy diet for their children which can result in children being distracted as they are coming to school hungry Some families find it difficult to ensure their children are 'school ready' - many children come to school without appropriate uniform, PE kit and equipment such as glasses and hearing aids. Several children in Early Years and Key Stage 1 are not yet toilet trained.
<b>F.</b>	Attendance: Some families have low attendance/ poor punctuality due to issues arising from home. Due to lack of school places in some areas, children often travel from out of catchment and require support with travelling arrangements so they can attend school every day

**4. Planned expenditure**

Academic year: 2018- 2019

**A. Quality of teaching for all**

Action	Intended outcome	The evidence/ rational for this choice.	Cost	How this will be monitored	Staff lead
6 additional teachers employed to ensure children's individual needs are met throughout school.	High quality teaching and learning throughout school.	Lesson observation from the previous year identified the majority of lessons as outstanding, due to teachers having a clear understanding of the needs of all children. Due to the employment of additional teachers, no supply cover is required and therefore children are taught by permanent members of staff. This ensures consistency in good behaviour and quality first teaching. (barriers A and B)	£200 000	-Lesson observations -Progress and attainment meetings - Termly Phase leader reports -Data analysis -Book scrutiny	SLT
<b>Total budgeted cost</b>					<b>£200 000</b>

## B. Targeted Support

Action	Intended outcome	The evidence/ rational for this choice.	Cost	How this will be monitored	Staff Lead
To employ an in house Speech and Language Therapist to support children with specific communication needs, as well as to assist staff in the delivery of interventions.	Improved oral language and communication skills for targeted children.	Many children have poorly developed spoken language – especially in the Early Years. This has a significant impact on attainment and progress in all areas of learning. (barrier C)	£35 000	<ul style="list-style-type: none"> <li>-Regular meetings between the Speech and Language Therapist and the SENCO to analyse the progress of children.</li> <li>-Children’s targets identified on Graduated Support Records are reviewed at least each term and progress identified.</li> <li>-Identified members of the Pupil Premium Team to report on progress of speech and language therapy intervention each half term.</li> </ul>	SP and L Therapist  SENCO  PP team
To employ 4 additional behaviour mentors to support children’s learning in class and to deliver targeted interventions. (2 behaviour mentors to focus on providing behaviour support and 2 behaviour mentors to provide support with emotional health and well-being)	To improve the confidence, emotional well-being and behaviour of targeted children so they are able to access learning and make good progress.	<ul style="list-style-type: none"> <li>-Many children have very few boundaries at home and find conforming to school rules very difficult. The school works in partnership with cluster services and the police to identify children requiring support.</li> <li>-Some children can find learning in school difficult to manage due to poor emotional health and well-being. These children have been identified through observations and in partnership with parents and outside agencies.</li> </ul> (barrier B)	£120 000	<ul style="list-style-type: none"> <li>-Intervention records and analysis</li> <li>-Behaviour monitoring forms/ records</li> <li>-Lesson observations</li> <li>-Graduated support records</li> <li>-Pupil questionnaires</li> </ul>	Phase Leaders  PP Team  Intervention Leaders

<p>1. To use funds to pay for Cluster Area Inclusion Officer</p> <p>2. Office staff to work additional hours relating to attendance issues</p>	<p>To improve attendance rates of targeted families.</p>	<p>Although persistent absences have reduced from 8.1% to 6.4% in the last two years, there is still a need to support targeted families with ensuring children attend school every day. Many of these families live outside of the school catchment area and are waiting for closer school places to become available. They have to travel across the city to school, which they find difficult. (barriers A and F)</p>	<p>£10 000</p>	<ul style="list-style-type: none"> <li>-Regular attendance meetings with the AIO</li> <li>-Office staff to monitor absences of targeted children on a daily basis.</li> <li>-Attendance rates monitored</li> </ul>	<p>AIO PG JD PP Team</p>
<p>1. To continue to fund the Lexia reading program as a support for reading</p> <p>2. Pay for additional time for support staff to lead reading intervention before school.</p>	<p>To improve children's phonics knowledge and reading comprehension ability</p>	<p>Although the phonics screening results in Year 1 have improved significantly over the past 2 years, attainment is still below that of national.</p> <p>Many new children who arrive to school who are EAL have poor reading ability and struggle to retrieve information from texts. (barrier A)</p>	<p>£5000</p>	<ul style="list-style-type: none"> <li>- Phonics screening data</li> <li>- Pupil progress meetings</li> <li>- Termly assessment data</li> <li>- Lexia reports</li> </ul>	<p>Phase Leaders  Trained support staff</p>
<p>To use newly appointed Nursery Nurses to support identified children</p>	<p>Targeted children are able to access learning and have the skills to interact and</p>	<p>Many children enter Nursery with significantly poor language, communication and personal care. (barriers A,B,C and E)</p>	<p>£70 000</p>	<ul style="list-style-type: none"> <li>- Nursery data</li> <li>- Intervention records</li> <li>- Phase Leader progress meetings</li> <li>- Lesson observations</li> </ul>	<p>Nursery Manager</p>

with their social and emotional needs.	communicate with their peers and adults. Children leaving Nursery and moving on to Reception are able to transition smoothly onto the next stage of their learning.				
<b>Total budgeted cost</b>					<b>£240 000</b>
<b>C. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>The evidence/ rational for this choice.</b>	<b>Cost</b>	<b>How this will be monitored</b>	<b>Staff</b>
To subsidise residential and school visits to enhance the experiences of children.	Children to access residential and out of school experiences to raise self-esteem and confidence and to further develop their imagination, impacting positively on attainment and progress.	Many children in school have a lack of opportunity in their home life and this hinders their imagination and creativity. They struggle to make and maintain positive friendships and have low self-esteem. They have less access to cultural and social experiences, which would enhance their knowledge and understanding of the wider world. (barriers A, B and E)	£20 000	-Case studies -Record of school visits -Behaviour records -Children's work -Attendance data -Pupil questionnaires	Phase Leaders  BW

<p>1. To subsidise breakfast and afterschool club and offer these free of charge to all PP children.</p> <p>2. To support children with their reading and homework outside of the school day.</p>	<p>Children are ready for learning and have access to a healthy breakfast/ evening meal.</p>	<p>Having access to extended school provision encourages families to get children to attend school every day and on time. Some children struggle to access their learning due to their basic needs not been met at home.</p> <p>(barriers A,B,D,E and F)</p>	<p>£10 000</p>	<p>-Attendance data - Case studies -Pupil progress data</p>	<p>CL  Support staff  PP team</p>
<p>To provide PP children with free/ subsidised additional learning and extra-curricular opportunities during the school holidays.</p>	<p>Children have access to a safe environment during the school holidays, where they have the opportunities to develop their social skills and self-confidence.</p>	<p>Identified vulnerable children from targeted families need access to a safe environment during the school holidays. The lack of care provided for some children at these times means the school has to ensure they have the opportunity to attend play scheme during the holidays.</p> <p>(barriers A, B, C, D, E and F)</p>	<p>£10 000</p>	<p>-Case studies -Attendance data</p>	<p>CL  PP team</p>
<b>Total budgeted cost</b>					<b>£40 000</b>

<b>Total expenditure</b>	<b>£480 000</b>
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