

St Barnabas' Pupil premium Strategy Statement 2024-2025

December 2024

This statement details our school's use of pupil premium 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' Primary School
Number of pupils in school (excluding Nursery)	54 children
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2024-2025- 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lauren Castle (Head of School)
Pupil premium lead	Lauren Castle (Head of School) Vivien Bittermann (Assistant Headteacher SEND)
Lead Governor	John Pearson - Hicks

Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£73,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery funding	£1776
Total budget for this academic year	£74976

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We take into account the barriers to learning that children may face. This statement is to support all pupils and their individual needs.

Our current School Development Plan focuses specifically on the attainment and progress of all pupils across the curriculum, aiming to:

- build knowledge, develop language skills and provide a wide range of opportunities for all pupils, particularly disadvantaged pupils and pupils with SEND
- to enable pupils to build on previously learnt knowledge and develop a wide range of skills to apply in all aspects of their learning
- to deliver a broad, balanced and ambitious curriculum with strong partnerships to develop pupils' learning across key stages
- deliver a curriculum that is personal to the pupils' needs within the school - widening opportunities and experiences whilst developing language, oracy and communication
- promote the spiritual, moral, social and cultural development of our pupils through the curriculum offer, Collective Worship and extra-curricular activities

We use the EEF High Quality Teaching principles to guide our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 improve the attainment and progress of all pupils, providing additional interventions where needed.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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 raise expectations of what they can achieve
- provide additional opportunities for service and cultural capital development

This year we will be targeting our pupil premium grant at Strand 2. 'Academic Support' to enable rapid progress for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism of some pupils
2	To raise standards in writing and reading (specifically the lowest 20% of readers in each class)
3	Low starting points on entry to primary school
4	Self- regulation strategies of some pupils
5	High mobility
6	Speech, Language and Communication Needs
7	Mental health and well-being (online safety)

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
1	Persistent absenteeism of some pupils	Persistently absent pupils will be identified, support plans put in place and attendance increased

2	To raise standards in writing and reading (specifically the lowest 20% of readers in each class)	Pupil Progress will specifically identify disadvantaged children and plan for pupils in lowest 20% to have bespoke support
3	Low starting points on entry to primary school	Early baseline assessments of pupils on entry will enable targeted interventions
4	Self- regulation strategies of some pupils	More structured behaviour management system linked to zones of regulation initiative 2022-2023 so that they make positive choices intrinsically
5	High mobility	To involve new pupils within year (not EY) in a basic core assessment of RWM to ensure staff have knowledge to plan in a targeted manner
6	Speech, Language and Communication Needs	SALT provision will be provided for identified pupils alongside planning for oracy, language and communication development within learning
7	Mental health and well-being (online safety)	Well-being of disadvantaged pupils will be part of the Pupil Progress meeting and pupils at risk of harm or are vulnerable will be identified and supported

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

High Quality Teaching and CPD

Budgeted cost: **£16,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provide planned and high-quality training about:</p> <ul style="list-style-type: none"> • speech and language • online safety • behaviour management • feedback and marking • moderation of books (PP - non-PP) 	<p>EEF has a clear bank of evidence which supports high quality teaching as central to pupil progress. For this to happen there needs to be high quality CPD. This will be led by HofS or EHT</p> <p>Pupil-Premium-resource-evidence-brief-Poster.pdf</p> <p>EEF Toolkit - Oral Language Interventions has very high impact for low cost (+6 progress rating)</p> <p>EEF Toolkit - Feedback has very high impact for low cost (+6 progress rating).</p>	<p>2 + 3 + 4 + 6</p>
<p>Look specifically at writing books of PP pupils and moderate standards compared to non-PP peers</p>	<p>EEF Toolkit – Individualised Instruction has moderate impact for low cost (+4 progress rating). <i>Staff need to conference PP pupils after moderation to ensure impact</i></p>	<p>2 + 5</p>
<p>Bespoke support to staff with planning of writing for PP pupils based on individual needs and interests and to model conferencing.</p>	<p>EEF Toolkit – Individualised Instruction (of staff) has moderate impact for low cost (+4 progress rating). HofS to provide support.</p>	<p>2 + 3</p>
<p>Introduction of a new Feedback and Marking Policy with a key focus on writing</p>	<p>EEF Toolkit - Feedback has very high impact for low cost (+6 progress rating). School needs a new policy to be written, disseminated and shared.</p>	<p>2</p>

Targeted academic support

Budgeted cost: **£43,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupil Progress meetings will specifically identify disadvantaged children and plan for pupils in lowest 20% to have bespoke support, specifically reading and writing</p>	<p>EEF Toolkit – Reading Comprehension Strategies has a very high impact for low cost (+6 progress rating).</p> <p>EEF Toolkit - Phonics has high impact for low cost (+5 progress rating).</p> <p>PP pupil standards to be identified and small group and individual support provided for reading.</p> <p>EEF Toolkit - Homework has high impact for low cost (+5 progress rating). HofS to support staff in planning of homework for reading and writing.</p>	<p>2</p>
<p>Early baseline assessments of pupils on entry will enable targeted interventions</p>	<p>EEF Toolkit – Individualised Instruction has moderate impact for low cost (+4 progress rating). Teacher to complete regular baselines with a focus on ensuring PP pupil standards challenged.</p>	<p>2 + 3</p>
<p>SALT provision will be provided for identified pupils alongside planning for oracy, language, and communication development</p>	<p>EEF Toolkit - Oral Language Interventions has very high impact for low cost (+6 progress rating)</p> <p>The Blossom Project to be delivered in EY</p> <p>SALT interventions to be provided in KS1/KS2 led by HofS SEND / SALT</p>	<p>3 + 6</p>

<p>Well-being of disadvantaged pupils will be part of the Pupil Progress meeting and pupils at risk of harm or are vulnerable will be identified and supported</p>	<p>EEF Toolkit - Mentoring has low impact (+2 progress rating) BUT as this will be done by highly qualified staff the impact should be greater</p> <p>EEF Toolkit – Metacognition and Self-Regulation has a very high impact for low cost (+6 progress rating).</p> <ul style="list-style-type: none"> ○ MIND Wellbeing Practitioner ○ Drama therapy ○ Art therapy 	<p>4 + 6 + 7</p>
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Wider strategies

Budgeted cost: **£14, 976**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Persistently absent pupils will be identified, support plans put in place and attendance increased</p>	<p>In order for children to benefit from interventions, they need to be in school.</p> <p>Support will be offered to families in different ways; one way will be to support families rehoused further out of the area to travel; this will be done using the following criteria:</p> <ul style="list-style-type: none"> ● Case by case ● PP child ● MOVED from initial address of registration ● Specified distance - cannot walk in less than 20 minutes and within zone 3 of London tube map ● Must provide receipts ● Will be reviewed half termly 	<p>1 + 6</p>

More structured behaviour management system linked to zones of regulation initiative 2022-2023 so that they make positive choices intrinsically	EEF Toolkit – Metacognition and Self-Regulation has very high impact for low cost (+6 progress rating). EEF Toolkit – Behaviour Interventions has moderate impact for low cost (+4 progress rating).	4 + 6
To involve new pupils within year (not EY) in a basic core assessment of RWM to ensure staff have knowledge to plan in a targeted manner	EEF Toolkit – Individualised Instruction has moderate impact for low cost (+4 progress rating). Staff will complete a writing / reading and number assessment as well as an observation of behaviour.	2 + 3 + 5
Support with the cost of educational visits Support with the cost of school uniform	EEF Toolkit - Oral Language Interventions has very high impact for low cost (+6 progress rating) Educational visits are vital to building service and cultural capital Feeling part of the school community is vital for integration and feeling part of school.	2 + 6 + 7 5
Total budgeted cost:	£87,500	

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil Premium Strategy Outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2023-2024

<p>Overview comments:</p> <p>PP children at St Barnabas' achieve high standards. A strong and coordinated approach to the identification, support and monitoring of students ensures that they all make progress from their individual starting points. New arrivals into school are warmly welcomed, assessed and a learning pathway is identified which is individual to them.</p> <p>High levels of expectation are seen also in like for like attendance patterns.</p>
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	Intended outcome	Success criteria	Outcome
1	<ul style="list-style-type: none"> Improved attendance and/or punctuality pupil for all pupils, specifically disadvantaged pupils 	<p>Pupils with persistent absence (below 90%) or punctuality concerns will have shown an improvement at the end of the academic year.</p> <p>Attendance for pupils with FSM will improve.</p>	<p>Attendance PP pupils 2022-2023 90.9%</p> <p>Attendance PP pupils 2023-2024 91%</p>
2	<ul style="list-style-type: none"> To sustain % of EXS standards in reading and maths (in line or above national standards) To increase % GDS standards in writing (in line or above 	<p>The lowest 20% of pupils in each class meet their reading targets.</p> <p>% of pupils achieving expected standards in PSC will increase</p> <p>% of disadvantaged pupils achieving GDS increases in reading, writing and maths</p> <p>Disadvantaged pupils joining the school through in-year admissions may need specific support to help them access</p>	<p>% EXS RWM PP pupils 2022-2023 - 56%</p> <p>% EXS RWM PP pupils 2023-2024 - 64%</p> <p>% GDS RWM PP pupils 2022-2023 11% (1 out of 9 pp pupils)</p> <p>% GDS RWM PP pupils 2023-2024</p>

	<p>national standards)</p> <ul style="list-style-type: none"> ● To increase % of pupils achieving the expected standard in phonics ● To increase % of disadvantaged pupils achieving expected standard in phonics 	<p>the curriculum and to make expected progress.</p> <p>Pastoral support may be needed to support disadvantaged pupils as they settle into school.</p> <p>Gaps will be filled (based on on-entry assessments) and interventions put in place where necessary.</p> <p>For pupils identified with SEN needs (including SaLT) provision and interventions put in place to support individual needs.</p>	<p>14% (2 out of 9 pp pupils) % EXS in Phonics PP pupils 2022-2023 100%</p> <p>% EXS in Phonics PP pupils 2023-2024 100%</p> <p>% EXS in Phonics NON PP pupils 2022-2023 87.5%</p> <p>% EXS in Phonics NON PP pupils 2023-2024 82%</p> <p>% EXS RWM NOT SEND pupils 2022-2023 26% (5 out of 19 pupils)</p> <p>% EXS RWM NOT SEND pupils 2023-2024 53% (12 out of 23 pupils)</p>
3	<p>EY Focus</p> <ul style="list-style-type: none"> ● To continue to embed the new EY Framework and school curriculum ● To develop communication skills and oracy across all areas of learning 	<p>Pupils will be supported by the school's EY curriculum, focussing on Communication and Language and Personal, Social and Emotional Development.</p> <p>The Wellcome</p>	<p>% GLD PP pupils 2022-2023 100%</p> <p>% GLD PP pupils 2023-2024 75% (3 out of 4 pupils)</p> <p>% PP children meeting standard in Communication and Language 2022-2023 100%</p> <p>% PP children meeting standard in Communication and Language 2023-2024</p>

	<ul style="list-style-type: none"> To further improve pupil outcomes in reading and phonics 		100%
4	<p>High mobility</p> <ul style="list-style-type: none"> Ensure pupils who are new to the school are able to meet their full academic potential with the appropriate pastoral support 	<p>Due to the central location of the school, children leave and join the school at regular intervals throughout the year. The vast majority of pupils who leave the school move out of the borough, out of London or to the independent sector.</p> <p>It is essential that pupils who join the school mid-year feel welcome and safe as soon as they join St Barnabas' to support their academic progress.</p>	<p>% children arriving into school (Y1-Y6) 2022-2023 who met EXS in RWM 64%</p> <p>% children arriving into school (Y1-Y6) 2023-2024 who met EXS in RWM 30%</p>
5	To develop communication skills and oracy across all areas of the curriculum and school life	Implementation of the EEF Tiered Model and the Rosenshine Principles will enable pupils to develop tier 3 vocabulary across all reads of the curriculum.	<p>Projects and visits that supported oracy skills 2023-2024:</p> <p>Staff completed CPD to understand Rosenshine's Principles CPD on Tier 3 vocabulary Embedding of activities to support vocabulary development e.g. word of the day, vocabulary lesson as part of Guided Reading Speech and Language interventions in place to develop communication skills</p>

6	Pupils with attachment/trauma will be supported with interventions/therapeutic support in school to support their progress across the curriculum	Pupils will have strategies to equip their emotional development and self-regulation. This should then impact positively on social interactions and progression in the curriculum.	Number of pupils who received therapeutic support 2023-2024 - 6 Art therapy Other (see below)
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Externally provided programmes

Programme	Provider
Mental Health Wellbeing Practitioner	Trailblazers
Art Therapy	Vincent Family Project
MIND	
Speech and Language	
Educational Psychologist	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.