St Barnabas and St Paul's C.E. Primary School

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 and St Paul's CE Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	129 (31%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	D Withey Headteacher
Pupil premium lead	C. McCormack Senior Assistant Headteacher
Governor / Trustee lead	Rizwana Patel Disadvantaged link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,920
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	£190,920

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas and St Paul's we believe that all pupils, regardless of their background or the challenges they face, can become successful, confident learners. Supported by our strong Christian vision and values, we aim for our disadvantaged pupils to be able to compete among their peers, at the highest levels, and have a positive impact on society. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This strategy has been 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common barriers faced by our disadvantaged pupils, and any individual needs. The approaches we have adopted are carefully aligned to address these barriers and needs.

To ensure that the approaches are effective we will:

- Promote an ethos of attainment and accelerated progress for all by adopting a whole school approach in which **all staff** take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use research conducted by the EEF and other recognised literature to support decisions made around the usefulness and implementation of different strategies
- Focus on outcomes for individuals to ensure that each child's progress and attainment is monitored closely, including high achievers.

Challenges

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

Challenge number	Detail of challenge
1.	Our attendance data indicates that regular attendance is a challenge amongst our disadvantaged children. Pupils with poor attendance often miss crucial learning opportunities, leading to gaps in their academic progress.
2.	Our observations and data show us that our disadvantaged pupils have weaker literacy skills (Reading, Writing, Phonics, language and communication). Pupils who struggle with literacy find it difficult to access the full curriculum, which impacts their ability to engage with lessons and succeed academically. It can also lead to feelings of frustration, isolation and a lack of confidence.
3.	Contextual data shows that many of our disadvantaged pupils have English as an additional language. This can therefore mean that extra support is needed for them to access the curriculum.
4.	Discussions with pupils suggest that many of our disadvantaged children do not have rich and varied experiences meaning knowledge of the world and vocabulary acquisition is limited. This can also hinder their personal development.
5.	Discussions with our families reveal that the ongoing cost of living crisis is creating additional financial pressures that affect their ability to provide essential resources for their children's education and well-being. This includes challenges such as difficulties in affording school uniforms, food, extracurricular activities, or even basic educational materials, which in turn affect pupil engagement and overall academic progress.
6.	Discussions and observations highlight the growing concerns around the mental health and wellbeing of our disadvantaged students, with many facing increased levels of stress, anxiety, and emotional strain. These emotional and social difficulties can directly impact their ability to focus on learning and fully engage in school life.

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) Improved oral language skills and vocabulary among disadvantaged pupils, including those with SCLN needs	By the end of 2026/27: - assessments and observations will indicate significantly improved oral language among disadvantaged pupils. - disadvantaged pupils will have a sophisticated understanding of oracy and will be confident and empowered to use and adapt their voice to speak to audiences beyond their school. - disadvantaged pupils will have the ability to articulate ideas, develop understanding and engage with others through spoken language and listening. - Pupils with SCLN will be making expected or better progress in language.
2) Improved phonics assessment data from KS1 among disadvantaged pupils.	The EoY Phonics screening data for disadvantaged pupils will fall in line with National Average results.
3) Improved reading and writing attainment among disadvantaged pupils.	By the end of 2026/27: - internal assessment in Reading and Writing data will show that disadvantage pupils perform largely in line with non-disadvantaged - KS1 and KS2 Reading and Writing outcomes will show disadvantaged pupils achieve broadly in line with their peers.
4) The education of disadvantaged pupils will be enriched through a variety of different experiences.	By the end of 2026/27: -more disadvantaged pupils will attend at least one enrichment club each year. - all disadvantaged pupils will go on at least 2 educational visits a year - Disadvantaged Y6 pupils will go on a residential trip.
5) Children with EAL will be supported successfully to access the curriculum through intervention and scaffolding.	By the end of 2026/27: - More disadvantaged pupils will be on band D and E of the language proficiency scale.

	- More disadvantaged pupils will have moved at least one band on the language proficiency scale (unless on the fluent band) - More disadvantaged pupils with EAL will be able to achieve the EXS.
6) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from end of 2026/27: demonstrated by: - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - attendance for the school is at least in line with national average, if not better (96%) - the percentage of all pupils who are persistently absent/ persistently late being reduced and the figure among disadvantaged pupils being no lower than their peers.
7) Pupils, particularly our disadvantaged pupils, will be well-supported with their mental health and wellbeing.	Sustained high levels of wellbeing from the end of 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 96780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build capacity through effective mentoring, coaching and CPD - Professional development to be provided on whole school areas for development include: Phonics, Reading, Writing and Oracy - SLT member linked with a subject to provide support for subject leaders	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development "Instructional Coaching is currently the best evidence form of professional development we have, and has been proven to have direct impact on the progress of pupils in the classroom." - Simms, 2019	2
Develop high quality teaching in Phonics - Continue to resource DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (RWI) - Time out for Early Reading Lead to continue to improve outcomes in Phonics, including	Recommendation 2 states that we should create a leadership environment and school climate that is conducive to good implementation. "identify and cultivate leaders of implementation throughout the school" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.+5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

sustaining progress made in Y1 of the strategy through the training of ALL staff members. - Regular coaching by SLT link for Phonics lead. - Monitoring and observations of the teaching of phonics		
Continue to implement a language rich curriculum. - Continue to implement oracy across school - Language focus throughout the curriculum through effective CPD/ initiatives - TLR for language leads and time out of class to effectively implement new initiatives. -	Research shows, children with low language acquisition are likely to achieve less well compared to their peers. Oracy narrows gaps, enabling less advantaged students to fulfil their potential. https://voice21.org/our-impact/ Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	2,3
Improve provision in the Reading and Writing curriculum - Time out for English leads to improve provision - Regular coaching by SLT link	Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language Recommendation 4: Teach pupils to use strategies for developing and monitoring their reading comprehension Recommendation 5: Teach pupils to use strategies for planning and monitoring their writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Recommendation 3: Teach reading comprehension strategies through modelling and supported practice.	2

- Purchase quality texts to be used throughout the curriculum in order to develop a love of reading, comprehension and language acquisition.	Recommendation 4: Teach writing comprehension strategies through modelling and supported practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Reading comprehension strategies (+6month) involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed oral language interventions (Wellcomm/ colourful semantics/New to English)	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers (+ 6months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3
Purchase and embed reading, writing and interventions: - Freshstart / Fast track freshstart (for targeted pupils in Y5/6) - Fast-track Phonics	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Reading comprehension strategies (+6month) involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and	2

- Pathways to write for all year groups.	for these reasons may not acquire the necessary skills for reading and understanding challenging texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.+5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
SATs booster clubs for Y6	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader to oversee disadvantaged strategy, including attendance - 20% of timetable dedicated - weekly meetings with inclusion team - weekly monitoring of disadvantaged - Analysis of data - Raise the profile of disadvantaged - Termly review of strategy - Attendance of disadvantaged	Successful schools, 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice.' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high quality implementation' by 'defining both a vision for, and standards of, desirable implementation.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,2,3,4,5,6

Improve cultural capital via: - budgeting for cost of disadvantaged children to be covered for trips. - Subsidise places for keyboard lessons. - Budget for disadvantaged children in Y6 to have residential heavily subsidised. - Disadvantaged children given first choice of clubs, particularly homework.	Collaborative learning approaches (+5months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Extended school time (+3months)There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. However, how this is implemented needs to be thought carefully about. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
ISA to monitor attendance and persistent absenteeism. - 1/3 of timetable used for attendance - First day call backs - Supportive strategies like breakfast club used - Inclusion officer involvement - Weekly meetings with disadvantaged lead	Research has found a strong statistical link between absenteeism and underachievement (e.g. Gottfried 2011, 2013a; Hancock et al., 2013). Absence affects attainment, wellbeing and wider outcomes. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities DfE Research Report – Evaluation of Breakfast Clubs https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	1
Breakfast club subsidised and staffing to run the club. - Supports with attendance - Supports with ensuring disadvantaged children are full	DfE Research Report – Evaluation of Breakfast Clubs https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf The **Children's Society** in the UK highlighted that children from low-income families often struggle to concentrate and learn effectively when they are hungry, which affects their academic outcomes. Providing food support, such as breakfast programs or free school meals, has been shown	1, 5

and ready to learn.	to improve both **attendance rates** and **academic performance**.	
Improve social and emotional needs through targeted, regular intervention - L4 (20% of timetable)/L3 (10% of timetable) TA to run ELSA interventions for wellbeing - Training of an additional member of staff for a nurture group.	Social and emotional learning (+4months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Supporting parents through the cost of living crisis - Regular communication with parents of disadvantaged families - Support with cost of living through outside agencies and school based where needed (school larder) - Pupil Premium offer to support disadvantaged parents with cost of living to ensure that pupils do not miss out on key educational resources	Parental engagement (+4months) By designing and delivering effective approaches to support parental engagement… supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The Children's Society in the UK highlighted that children from low-income families often struggle to concentrate and learn effectively when they are hungry, which affects their academic outcomes. Providing food support, such as breakfast programs or free school meals, has been shown to improve both attendance rates and academic performance. A study from the **Institute of Education** found that providing free school uniforms helps reduce the stigma of poverty among students, leading to better social integration and a stronger sense of belonging. This, in turn, has been associated with **improved engagement and performance in school**. A study by the **Joseph Rowntree Foundation** found that **investing in educational resources** for disadvantaged children can **narrow the attainment gap** between them and their more advantaged peers.	5,6

Total budgeted cost for 2024-25: £191740

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 2023 to 2024 academic year.

Intended outcome	Success criteria	End of Year 3 Review
1) Improved oral language skills and vocabulary among disadvantaged pupils.	By the end of 2023/24: - assessments and observations will indicate significantly improved oral language among disadvantaged pupils. - disadvantaged pupils will have a sophisticated understanding of oracy and will be confident and empowered to use and adapt their voice to speak to audiences beyond their school. - disadvantaged pupils will have the ability to articulate ideas, develop understanding and engage with others through spoken language and listening.	Listening walks and pupil conferencing have shown: - The majority of disadvantaged pupils are able to speak and use language at the same levels as their peers. - Disadvantaged pupils understand and can talk about the ingredients of quality talk. - Disadvantaged pupils have been given opportunities to speak in a range of contexts (plays, performances, worship, class presentations)
2) Improved phonics assessment data from KS1 among disadvantaged pupils.	The EoY Phonics screening data for disadvantaged pupils will fall in line with National Average results.	- 84.7% of Y1 pupils passed the PSC – this is above national for the third year. - 76.9% of disadvantaged pupils passed the PSC – slightly below national.
3) Improved reading, writing and maths attainment	By the end of 2023/24: - internal assessment in	Internal data shows that more disadvantaged pupils are achieving the expected level in R, W, M.

among disadvantaged pupils.	Reading, Writing and Maths will show that disadvantage pupils perform largely in line with non-disadvantaged - KS1 and KS2 Reading, Writing and Maths outcomes will show disadvantaged pupils achieve broadly in line with their peers.	EYFS disadvantaged pupils had been performing well. However, in the year 2023-24, disadvantaged pupils achieving a GLD dropped (40% compared with the national of 67%) KS1 - disadvantaged pupils at SBSP performed better than all other pupils in the local authority in Writing and Maths. KS1 overall pupils achieving Reading, Writing and Maths = 56.5%. This is in line with those who are non-pp at SBSP. KS2 overall pupils achieving Reading, Writing and Maths = 65%. The emerging national for ALL pupils = 60.6% meaning SBSP disadvantaged pupils outperformed all other pupils nationally. KS2 – disadvantaged pupils at SBSP performed better than all other pupils in the local authority in Reading and Maths.
4) The education of disadvantaged pupils will be enriched through a variety of different experiences.	By the end of 2023/24: -more disadvantaged pupils will attend at least one enrichment club each year. - all disadvantaged pupils will go on at least 2 educational visits a year - more disadvantaged Y6 pupils will go on a residential trip.	Tracking of extra-curricular clubs showed that disadvantaged pupils attended at least one after school club. All disadvantaged pupils go on at least 2 trips per year. More disadvantaged pupils continue to go on the Y6 residential.
5) Children with EAL will be supported successfully to access the curriculum through intervention and scaffolding.	By the end of 2023/24: - More disadvantaged pupils will be on band D and E of the language proficiency scale. - More disadvantaged pupils will have moved at least one band on	Pre-teaching of key concepts in some year groups has allowed some disadvantaged pupils with EAL to access their year group's curriculum. 65% of disadvantaged pupils are on bands D- E of language proficiency. More disadvantaged pupils with EAL are achieving EXS when compared with base year.

	the language proficiency scale (unless on the fluent band) - More disadvantaged pupils with EAL will be able to achieve the EXS.	
6) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from end of 2023/24: demonstrated by: - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - attendance for the school is at least in line with national average, if not better (96%) - the percentage of all pupils who are persistently absent/ persistently late being reduced and the figure among disadvantaged pupils being no lower than their peers.	- School attendance has improved significantly and is now above national. - School attendance for disadvantaged pupils is above national. 96.25% for PP pupils. This is better than those who are non-PP. - Persistent absenteeism amongst disadvantaged pupils has significantly reduced. 13/35 pupils were persistent absentees and also PP.
7) To achieve and sustain improved progress for SEND pupils (SCLN/ SEMH), particularly our disadvantaged pupils.	Sustained high levels of wellbeing from the end of 2023/24: demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations	Pupils who have completed the ELSA programme have reported an increase in well-being and self-esteem. Teachers have commented on improved well-being in class for disadvantaged SEND pupils who have taken part in school initiatives e.g. ELSA/Rocksteady. -

8) To achieve increased parental engagement and improve parental capacity.	By the end of 2023/24: - More parents of disadvantaged children will attend engagement events e.g. parent workshops, parent evenings etc. - More disadvantaged pupils will be supported at home by their parents. - Pupils will have the correct uniform and equipment for school.	Our PP pupils' parents have attended a range of workshops Our disadvantaged families are engaging with parent workshops provided. All disadvantaged parents engaged with parents evening this year. Feedback from parents from workshops has been positive, with many now understanding some strategies to support their children at home. Thanks to our disadvantaged offer, there has been an improvement in the number of Y4 children completing homework. Y2 children have the correct school jumper. R/Y1 children have a pencil/ rubber to support with homework. Y3 children have the correct equipment for swimming.