

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 Berteline's C of E Primary School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julie Barron Headteacher
Pupil premium lead	Sheridan Moss Deputy Headteacher
Governor / Trustee lead	Joyce Dippnall lead for pupil premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,215
Recovery premium funding allocation this academic year	£3,770
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	£66,985

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of Pupil Premium (and recovery premium) for the 2021-2022 academic year. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential in all subject areas. When making decisions about using Pupil Premium we have considered the specific context of St.Bertelina's and the subsequent challenges faced, alongside research conducted by the EEF. The challenges are varied and there is no "one size fits all".

Principles

- High quality teaching is at the heart of our approach.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils as early as possible, so that they are fully aware of strengths and weaknesses across the school.
- We ensure that teaching and learning opportunities meet the needs of all the pupils and are flexible when needed.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our long term objective is

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils (which has been magnified as a result of the Covid 19 pandemic).
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates and for pupils to achieve high attainment across all subject areas.
- To support our children's health and well-being to enable them to access learning at an appropriate level.

Achieving these objectives

Governors consider making a range of provision for disadvantaged children. These include:

- Boosting staff to pupil ratios in some classes thus improving opportunities for effective teaching and accelerating progress
- For all disadvantaged children to work with a skilled TA – providing small group teaching which focuses upon overcoming any gaps in learning
- Effective bespoke interventions with Teaching Assistant to address barriers in learning
- Small group or 1/1 work with TA – addressing mental wellbeing and readiness to learn
- Supporting the funding of specialist learning software
- Extra 'enrichment' activities
- Provision of quality learning resources
- Ensuring children have first-hand experiences to enhance their learning in the classroom eg visits, visitors, outdoor environment

This list is indicative of strategies we may employ, but the list is not exhaustive and will adapt to the individual needs of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Emotional and social needs that impact upon learning including mental health and wellbeing coupled with low levels of resilience and stamina in learning tasks.
2	Poor oral language communication resulting in poor literacy skills.
3	Lack of quality learning materials, learning opportunities and life experiences outside the home.
4	Lack of parental engagement in some hard to reach families as well as families who do not have capacity to support learning.
5	Lack of importance placed on education – often resulting in lateness and attendance not being prioritised.
6	Poor maths fluency in basic skills eg number bonds and times tables.

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
Improved progress in Reading	Achieve national average progress scores in KS2 Reading
Improved progress in Writing	Achieve national average progress scores in KS2 Writing
Improved progress in Mathematics	Achieve national average progress scores in KS2 Maths
Improved attainment in Phonics	Achieve national average expected standard in Phonics.
For pupils to achieve and sustain improved wellbeing.	Pupils will feel good about their achievements and will be ready for the next stage in their learning.
Stamina and Resilience	Pupils will have greater resilience and stamina in learning.
Improved language acquisition and understanding	Improved oral skills and understanding of rich and varied texts.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD, Recruitment and Retention (£5,500)	<ul style="list-style-type: none"> • Quality First Teaching supported by CPD for all staff • Retention of Senior Management Team specialists to lead on Maths and English • Additional T.A s to support Maths and English teaching • Continued in-house training for all EYFS/KS1 teachers and T.A s in Phonic Scheme • Bespoke CPD for support staff eg visual processing , Working Memory etc 	2 and 6
Resources Provision of high quality teaching and learning resources to support the core curriculum as well as specific identified needs. (£3,300) (SEND £2,500) (Maths £800)	<ul style="list-style-type: none"> • Bank of literacy resources increased • New Maths Scheme enhancements purchased • SEND resources increased- loan system established 	2, 3 and 6

Boosting staff / pupil ratios – additional TA (£23,280)	School has a high staff ratio in EYFS and KS1. Reducing class sizes improves opportunities for effective teaching and will accelerate learning progress	2 and 6
---	---	---------

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Eight Teaching Assistants allocate approximately 0.2 of their time to working with Pupil Premium children to support learning. (£25,000)	This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1,2 and 6
Classroom assistants implement and SENDCO oversees impact of interventions with specific groups (£2,375)	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1, 2 and 6
Staff employed 1 day a week to run small intervention groups with focus upon basic skills. (£2,102)	Staff member will complete school led tutoring training and will be funded by grant from DFE	2 and 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver a counselling/mind-fulness/emotional well-being programme for identified pupils My Happy Mind (£3,384) School Counsellor employed on a weekly basis (£6,200)</p>	<p>Pupils will be ready to learn as a result of their positive mental wellbeing. This will also improve pupils emotional resilience in a range of situations.</p>	1
<p>To enhance outdoor learning spaces (£4,000)</p>	<p>Changes to the outdoor area will improve mental wellbeing which will have a direct impact upon capacity to learn.</p>	1
<p>To raise the engagement of parents in their child's learning Resources (£200)</p>	<p>Personalised learning packs for those families with restricted IT access. Maths and English meetings designed to help educate parents on how to support their child's learning. Provide 'helpline' for parents struggling with access to our Google Learning Platform.</p>	3,4 and 5
<p>To help support vulnerable pupils and their families (additional 2 hrs clerical work £750) Topping up visits and residential trips (£2,100)</p>	<p>Attendance Officer to analyse attendance/punctuality and contact low attenders. Increased attendance impacts upon pupil attainment and progress. This is a high impact strategy as identified by EEF. Increase life experiences.</p>	4 and 5

Total budgeted cost: £78,191

Part B: Review of outcomes in the previous academic year 2020/2021

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year (Major disruption to learning due to Covid).

Year Group	All pupils Reading	Pupil Premium Pupils Reading	All pupils Writing	Pupil Premium Pupils Writing	All pupils Maths	Pupil Premium Pupils Maths
<i>YR (GLD)</i>	84%	75%	78%	50%	89%	100%
1	62%	60%	68%	58%	72%	67%
2	65%	50%	62%	50%	60%	50%
3	68%	55%	60%	55%	62%	55%
4	74%	71%	70%	71%	70%	71%
5	80%	80%	75%	80%	75%	80%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	44%
Reading	56%
Writing	78%
Maths	33%
SPAG	67%
Achieving high standard at KS2 RWM	11%
Reading	11%
Writing	11%
Maths	11%
SPAG	11%

Nine of the thirty-nine children in the year group were identified as Disadvantaged. Of these nine children social care were involved with five of the families. Five of the children were on the SEND register, one child having an EHCP. One child achieved above age related expectations in all areas.

Externally provided programmes

My Happy Mind
B Squared
Speech and Language Support
Precision Teaching