

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	St Bartholomew's CE Primary School
Pupils in school	146
Proportion of disadvantaged pupils	56 pupils 40.29%
Pupil premium allocation this academic year	£80,355
Academic year or years covered by statement	2020-2021
Publish date	Feb 2021
Review date	July 2021
Pupil premium lead	Rachel Christie-Davies
Governor lead	Fr Ben Eadon

Current Performance

End of Summer Term 2020													
	NOR	Reading				Writing				Maths			
		EX	EX+	EX (D)	EX+ (D)	EX	EX+	EX (D)	EX+ (D)	EX	EX+	EX (D)	EX+ (D)
R	ELG	36%	0%	0%	0%								
1	14	50%	21%	25%	25%	29%	14%	0%	0%	7%	0%	0%	0%
2	21	50%	0%	60%	0%	6%	0%	0%	0%	13%	0%	0%	0%
3	19	39%	17%	39%	0%	11%	6%	0%	0%	17%	6%	0%	0%
4	25	36%	0%	25%	0%	0%	0%	0%	0%	19%	0%	8%	0%
5	20	47%	16%	22%	0%	42%	5%	30%	10%	29%	0%	20%	0%
6	30	84%	26%	89%	22%	71%	19%	56%	22%	78%	26%	78%	22%

Whole school attendance 95.63%

Disadvantaged children attendance 93.67%

Overview of Strategy Aims

- Identify and address gaps in learning due to impact of Covid19 and school closures on disadvantaged children.
- Address Speech, Language and Communication Needs impacted by school closures and lack of access to social environment by Covid19
- Address therapeutic needs of children and the impact of Covid19 on children's mental health.
- Improve school attendance and parental engagement.

Teaching Priorities (cost: £15,000)

What:

- Teacher review and pupil progress meetings – identifying need
- Teacher training – Trauma Informed Practice/Wellbeing Support
- Teacher identify/reflect upon pupils who need extra 'catch-up' and 'gap' filling support – **special focus - reading comprehension**, writing and maths
- Small group provision plan/do/review

How:

- Teaching Assistant/HLTA support/cover
- Trauma Informed Practice Training
- Wellbeing / BHISS SEMH support and training

Targeted Academic Support (cost: £17,000)

What:

- Literacy and Numeracy small group provision – 'catch up groups'
- Social Use of Language small groups/ Lego therapy/ Turn taking groups
- Speech and Language Therapist
- School Start – Language and Speech Sound Small groups
- Speech and Language Specialist

How:

- Teaching assistant deliver small group provision – Inference reading/ reading comprehension focus
- Training for Teaching Assistant – Social Use of Language small group delivery/Lego Therapy Groups
- Makaton training/cued articulation training for Rec/KS1 staff

Teaching Assistant – delivering Speech Therapy programme

- Resources – for Speech and Language groups

Wider Strategies (cost:£50,000)

What:

- Address emotional and mental health needs of children as a result of Covid19
- Use trauma informed practice to empower children to develop resilience, cope with loss, and anxiety as a result of Covid19 and school closures
- Support for children transitioning back to school after prolonged school closures and change
- Improve school attendance, facilitate transition to school in the mornings
- Ensure children are nutritionally well fed and able to learn as a result of their primary needs being met
- Ensure that children's basic need to feel safe, emotionally balanced and regulated so that they can access the quality first teaching provision.
- Improve parental/carer engagement and address the needs of the school community.
- Look parental attendance at parents eve – review for next strategy – how can we increase attendance of disadvantaged parents/carers?

How:

- Learning Mentor provision – 3 part-time Learning Mentors
- Just Right Programme
- Small therapeutic group support – Nurture Groups and 1:1 time
- Training from SEMH/Wellbeing Service
- Breakfast Club provision
- Parent/Carer coffee mornings – anxiety workshops/SEN support groups
- BAME family support and sharing groups

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to teacher's in order to have space to reflect/identify and plan.	Timetabled sessions. HLTA regular and structured use of time. Planned and monitored time by Assessment co-Od/HT/Inco
Targeted support	Ensuring small groups are delivered and time given for	Rigorous timetabling/adapted and reviewed according to need

	plan/do/review cycles completed	by class teachers and Inclusion Lead
Wider strategies	Ensuring that interventions are timetabled/ accountable and plan/do/review cycles adhered to	Monitoring and support from Inclusion Lead