# 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

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| Detail | Data |
| School name | St Bartholomew’s School |
| Number of pupils in school | 1350 |
| Proportion (%) of pupil premium eligible pupils | 7.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2019/2020 to 2022/2023 |
| Date this statement was published | October 2019 |
| Date on which it will be reviewed | Annually (October) |
| Statement authorised by | Julia Mortimore (Headteacher) |
| Pupil premium lead | David Fitter (Co-Headteacher) |
| Governor / Trustee lead | Karen Sadler (Vice-chair of Governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £92,115 |
| Recovery premium funding allocation this academic year | £15,080 |
| 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 | £ 107,195 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our ultimate objective for each individual student is for them to thrive in school, achieve well academically, get involved in co-curricular activities and school events, develop interests for life, in addition to social and leadership skills, and to have a choice in deciding their next steps after school. These objectives for every Disadvantaged student will be met through three main areas of focus (based on EEF research June 2019). These are:   1. High quality teaching for every child 2. Targeted support 3. Wider strategies   All of these are underpinned by a core aim that by working on establishing positive relationships and really understanding each student and their family, we can work more effectively to support them in achieving these objectives. We adopt a whole-school approach in which all staff take responsibility for disadvantaged students’ outcomes and work to raise their aspirations. The current 3-year strategy ([www.stbarts.co.uk](http://www.stbarts.co.uk)) details how the various strategies aim to achieve these objectives under each broad theme as outlined above. Strategies are reviewed and evaluated on an annual basis, which means that the 3-year strategy is an evolving document. It also details how the PP funding is allocated to maximise the impact on the Disadvantaged students across the whole school. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Low attendance of key individuals from within the Disadvantaged cohort**  Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 3.3–5.3% lower than for non-disadvantaged students. In addition, 20.7–28.7% of disadvantaged students have attendance below 90% (persistently absent), compared to 5.7-9.1% for non-disadvantaged. Our assessment and observations link poor attendance with reduced engagement, outcomes and progress. |
| 2 | **Poor engagement of some disadvantaged students in learning and wider school activities**  **Poor engagement of some Disadvantaged families with the school**  Our monitoring of engagement at key school events, alongside out surveys of involvement in the wider curriculum, demonstrate that a small proportion of disadvantaged students and their families are not engaged in school. Additionally, regular reporting data illustrates that engagement in lessons is lower among disadvantaged students than non-disadvantaged students. Several National studies have back up the assertion that some disadvantaged families have been impacted by the partial school closures to a greater extent than non-disadvantaged families. |
| 3 | **Lack of equipment/resources, including IT, prevents students from fully accessing work**  Our observations and discussions with and their families suggest that lacking equipment/resources can be a barrier to learning and progress. |
| 4 | **Lack of metacognitive strategies to access learning effectively**  Our observations suggest that many lower-attaining disadvantaged students lack the metacognitive/ self-regulation strategies when faced with challenging tasks. |
| 5 | **Some disadvantaged students have fallen behind and require targeted support (both academically and with their wellbeing)**  Our assessment, observations and discussions with students and their families have identified gaps in knowledge and understanding for some disadvantaged students.  Our surveys and discussions with student and their families have identified social and emotional issues for some students, such as anxiety and low-esteem. |

## 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.

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| Intended outcome | Success criteria |
| To ensure that the progress of disadvantaged students is at least as good as those who are not disadvantaged (P9 > 0.00). This would be in the top 8% of schools nationally (EEF report 2019). Our challenging target over 3 years is to achieve P8 for the disadvantaged cohort of +0.25 or better | P8 2022 for Disadvantaged to be at least 0.00, but aiming for P8 > 0.25 |
| Students are well known by their tutor and House Progress Leader and information that can help teachers better support disadvantaged students shared effectively through the Spotlight system | All disadvantaged students have a completed Spotlight form which is used by all their teachers to support their learning. Tutor and Progress Leaders develop positive relationships with Disadvantaged students and their families |
| To achieve and sustain improved attendance for the disadvantaged students to aim for 93% attendance by 2022 | Attendance in each year group for disadvantaged students is >93% and the gap to be reduced below 3%  The percentage of disadvantaged students who are PA to be less than 15% |
| To increase the engagement of families of disadvantaged students through the House structure in order to ensure an effective partnership, which has a positive impact on each student.  To increase the engagement of disadvantaged students in the wider curriculum | Attendance at school functions for disadvantaged students is the same as that for non-disadvantaged students.  Engagement with co-curricular activities is at the same level as those who are not disadvantaged. |

## 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: £ *29500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Removing barriers to learning:*  *Provision of consumables including in Product Design, Art and Food Science and Nutrition (1500), revision guides and other learning resources/equipment are provided to Disadvantaged student across the curriculum, including ‘A book for Christmas’ (3000) and the Laptop loan scheme (5000)* | ‘It’s not just what you do; it is the way that you do it’. Removing barriers to learning across all areas builds engagement, belonging and aspiration.  [Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf) | 2, 3 |
| *In-house assessments for Access arrangements ensure that learning needs are met for all students (20000)* | A core part of building an ongoing, holistic understanding of our students and their needs  [Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf) | 5 |
| *Developing metacognitive skills in all students.*  *CPD for staff on metacognition (0)* | Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.  [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) | 4 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *32500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Recruitment and retention (Associate Leadership on reading interventions support staff development and enhance student experience) (1000)* | Reading fluency and comprehension interventions are high impact (EEF)  [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 5 |
| *Scholars programme for most able Disadvantaged Students to raise aspirations to progress to University and develop high level research skills (3500)* | Students who take part in The Scholars Programme report significantly higher levels of self-efficacy for university-style learning, compared to students who did not take part in the programme  [Evaluation - The Brilliant Club](https://thebrilliantclub.org/evaluation/) | 2 |
| *Back on track programme for Y11 lead by House Progress Leaders (1000)* | One-to-one approach to mentoring for key students in Y11  [Mentoring | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring)  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 5 |
| *Spotlight strategy for Disadvantaged students led by House Progress Leaders (9000)* | Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment.  [(PDF) Developing Positive Relationships in Schools (researchgate.net)](https://www.researchgate.net/publication/278636575_Developing_Positive_Relationships_in_Schools)  The focus on sharing and celebrating success is critical as part of this strategy which has a powerful impact on disadvantaged students (Helena Kennedy Foundation)  [Tackling barriers to learning for disadvantaged students (fenews.co.uk)](https://www.fenews.co.uk/featured-article/57493-tackling-barriers-to-learning-for-disadvantaged-students) | 1, 2, 3, 4, 5 |
| *TA support for Disadvantaged students in English and Maths (18000)* | One-to-one and small group tuition in English and Maths are effective in building knowledge and skills, targeting rapid improvements  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2, 5 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *45000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Enhancing access to enrichment opportunities:*  *Funding for Disadvantaged students to engage with Co-curricular activities (1500), access to school trips and experiences (7000), music lessons and hire of instruments (1000) and the Duke of Edinburgh scheme, support the purchase of equipment (1000)* | This report considers the significance of extra-curricular activities within contemporary debates around social mobility.  [An\_Unequal\_Playing\_Field\_report.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf) | 2 |
| *School counsellor and ELSA staff support students with mental health issues, including training and supervision for 4 ELSAs (13500)* | Good impact in ensuring students are ready-to-learn and can self-manage their emotions.  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 5 |
| *Support for PP students to attend summer school as key part of transition process (1000)* | Highly impactful summer school opportunity in 2021 (with >85% attendance from disadvantaged students) will feed into similar transitional approaches in 2021-22  [Summer schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools) | 2 |
| *Focus on attendance by the House system to use a variety of methods and incentives to improve attendance (9000)* | Use the guidance in the following document to ensure that all aspects of the Attendance Improvement System work effectively.  [Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 1 |
| *Work experience opportunities and careers advice to support students to make informed choices about their next steps (1000)* | High quality careers information and experiences can ensure students can make well-informed decisions about their next steps  [SYM873648\_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf) | 2 |
| *Prioritise Disadvantaged families to promote attendance at school events to improve engagement with school (500)* | Greater parental engagement leads to improved student engagement and outcomes  [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 1, 2 |
| *Uniform support for Disadvantaged students to remove barriers and potential stigma (7000)* | Ensuring that barriers to engaging fully with school are removed | 2, 3 |

**Total budgeted cost: £** *107,000*

# 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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  **Impact**  **How are we measuring the overall impact of the Pupil Premium Grant?**  Several different methods will be used to measure the impact of Pupil Premium funding, on a termly basis.  **Achievement**  The 2021 Y11 Disadvantaged cohort achieved a P8 score of -0.07 on our internal P8 calculations. This was heavily skewed by a very small number of students for whom very significant circumstances resulted in low achievement.  **Attendance**  Another indication of engagement is **attendance**, which is measured as a percentage from the start of the school year. As with achievement, average figures for these measures are worked out for all students in each Year group belonging to the Disadvantaged group. These are compared with the combined results of all students in the year group. The attendance of the entire Disadvantaged cohort (109 students) was 90.2%. Without 5 key outliers, the attendance of the remaining 104 Disadvantaged students was 93%, showing that the support given to this cohort, throughout a major lockdown period from January-March 21 was highly successful.  **Destinations**  Over 50% of the Y11 Disadvantaged cohort have continued with their study at St Bart’s sixth form and just under a third are continuing with their education at Newbury College.  **Engagement**  Another key measure is **engagement in learning (**EiL). The Staff consider whether the student is ready and willing to learn. Are they active in their role as learners; contributing to class discussions and activities and making an effort to produce their best work. This is based on the following scale: 1 - Excellent, 2 - Very good, 3 - Acceptable, 4 –Some cause for concern, 5 – Serious cause for concern. This data is collected 3 times per year and informs areas of improvement and areas requiring further focus.  **Individuals**  Most outcome sections concentrate on metrics for the whole cohort or the Y11 Disadvantaged students, yet the power of this funding is that it enables the school to personalised the support we give to each Disadvantaged student so that each individual gets what they need to help them navigate through school with confidence to achieve the outcomes that enable them to move onto the next stage in their lives. The individual stories are much more powerful. Some examples are below:  Y13 ex-Disadvantaged student who was inspired by the Brilliant Club Scholars Programme and is now pursuing a degree in Biomedical Science  Y12 ex-Disadvantaged students who is a proud House Captain, and quotes that the support she received from the House as her inspiration for giving her the confidence to do this.  **How will the actions as outlined above be monitored?**  The Pupil Premium Grant is spent in a number of creative, flexible and be-spoke ways to meet to the needs of individuals. In each case, the distribution of any funding is monitored and the impact is evaluated. As well as looking at the overall impact of the funding on disadvantaged students as a cohort, we also measure the effectiveness of provisions and interventions put in place to support individual students. The impact of each key provision funded by the Pupil Premium Grant is evaluated by analysing the achievement, engagement and attendance of the students receiving the provision. This evaluation takes place for each year group after a new cycle of progress report data is analysed. This enables both the short and longer term tracking of the impact of each provision. It is important to note that it is not possible to collect quantitative data for many interventions, that much feedback must be experiential and that there are many factors that intertwine to affect progress.  On-going analysis of the impact of each provision will enable decisions to be taken about how to spend the Pupil Premium Grant most effectively. Provisions that have the greatest impact will be supported with continued investment, whilst those that are not having as much impact will be reviewed and adapted to ensure they support student progress more effectively. This responsive leadership of the PP funding means that the actions taken to achieve the aims of the 3-year plan will evolve and adapt over time.  **Reporting**  In-year monitoring reports are produced for scrutiny by Governors in the second half of each term.  At the end of each academic year, a ‘light touch’ report will be produced to highlight the progress made by Disadvantaged students in Y11 and Y13. This will be based on official statistics from the DfE. This element is not applicable in 2020 due to the national issues with exams related to the COVID pandemic. This light touch report will RAG rate the success of each strand and provide a brief summary of notable successes, showing how the Pupil Premium grant was spent.  This report will include attendance figures for Disadvantaged students.  The 3-year report will be a full and detailed report which will evaluate the overall effectiveness of the strategy, which will feed into the development of the next 3-year strategy. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Scholars Programme | The Brilliant Club |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| **High quality teaching**  Vocablics programme in Y7-9 to enhance vocabulary which improves outcomes across the curriculum  Early careers programme to support new teachers with subsequent benefits for learning for all students  High quality CPD programme available and utilised by staff keeps high quality T&L at the forefront of all strategies  Highly effective assessment at all levels enables accurate identification of gaps and barriers to learning, enabling effective and bespoke support to be introduced.  **Targeted academic interventions**  In-house tutoring support for Disadvantaged students in English, Maths and Science (funded by Catch-up funding)  **Wider strategies**  Boxing club  Inclusion team |