

# Pupil premium strategy statement St Bartholomew's

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils from the 2023-2024 academic year.

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
Number of pupils in school	1357
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023, 2023-2024, 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	Annually (Autumn Term)
Statement authorised by	David Fitter (Headteacher)
Pupil premium lead	Sharna Manners (Assistant Headteacher)
Governor / Trustee lead	Karen Sadler (Vice-chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,000
Recovery premium funding allocation this academic year	£31,740
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£20,557
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£167,297

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for each individual student is for them to thrive in school in order to have interests and choices in deciding their next steps post-16. We want to ensure that students achieve well academically but also embrace the wider life of school by getting involved in co-curricular activities and opportunities to develop social and leadership skills. 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 our core belief in establishing positive relationships with students and working together with them and their families to understand and support them as an individual. We adopt a whole-school, inclusive approach in which all staff take responsibility for disadvantaged students' well-being, progress and outcomes. 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.

Challenge number	Detail of challenge
1	<p><b>Low attendance of key individuals from within the disadvantaged cohort</b></p> <p>Our attendance data in previous years indicates that attendance among disadvantaged students has been between 3.3–6% lower than for non-disadvantaged students. In the 2022-2023 academic year the gap was 6.1%.</p> <p>In addition, last year 36.7% of disadvantaged students have attendance below 90% (persistently absent), compared to our whole school figure of</p>

	<p>14.7%. Our assessment and observations link poor attendance with reduced engagement, outcomes and progress.</p> <p>There are a high number of absences and persistent absence at KS4. Attendance for Year 11 was 82%.</p>
2	<p><b>Poor engagement of some disadvantaged students in learning and wider school activities and poor engagement of some Disadvantaged families with the school</b></p> <p>Our monitoring of engagement at key school events, alongside our surveys of involvement in the wider curriculum, demonstrate that a small proportion of disadvantaged students and their families are not engaged in school.</p> <p>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 during Covid to a greater extent than non-disadvantaged families.</p>
3	<p><b>Lack of equipment/resources, including IT, prevents students from fully accessing work</b></p> <p>Our observations and discussions with and their families suggest that lacking equipment/resources can be a barrier to learning and progress.</p>
4	<p><b>Lack of metacognitive strategies to access learning effectively</b></p> <p>Our observations suggest that many lower-attaining disadvantaged students lack the metacognitive and self-regulation strategies when faced with challenging tasks.</p>
5	<p><b>Some disadvantaged students have fallen behind and require targeted support (both academically and with their wellbeing)</b></p> <p>Our assessment, observations and discussions with students and their families have identified gaps in knowledge and understanding for some disadvantaged students.</p> <p>Our surveys and discussions with students and their families have identified social and emotional issues for some students, such as anxiety and low self-esteem.</p>

### 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
<p>To ensure that the progress of disadvantaged students is at least as good as those who are not disadvantaged (P8 &gt; 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 +0.3 or better</p>	<ul style="list-style-type: none"> <li>• P8 2023 for Disadvantaged to be at least 0.00, but aiming for P8 &gt; 0.3</li> </ul>
<p>Students are well known by their tutor and House Progress Leader and information that can help teachers better understand students' barriers and successes to support students in their learning is shared effectively</p>	<ul style="list-style-type: none"> <li>• All disadvantaged students in Years 8-11 have a completed Spotlight</li> <li>• In Year 7 students have a Passport on Provision Maps</li> <li>• Learning Walks and data show that these documents are used to support learning and progress of students in the classroom</li> <li>• Student focus meetings include disadvantaged Students to share information with staff</li> <li>• Progress and Achievement leaders meet with disadvantaged students to have conversations about their progress</li> </ul>
<p>To achieve and sustain improved attendance for the disadvantaged students to aim for 90% attendance</p>	<ul style="list-style-type: none"> <li>• Families are working with the school to support attendance strategies</li> <li>• Attendance in each year group for disadvantaged students is &gt;90% and the gap to be reduced below 4%</li> <li>• The percentage of disadvantaged students who are PA to be less than 15%</li> <li>• The new attendance flow chart is used to support with early intervention for any students who are regularly absent</li> </ul>
<p>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.</p> <p>To increase the engagement of disadvantaged students in the wider curriculum</p>	<ul style="list-style-type: none"> <li>• Attendance at school functions for disadvantaged students is the same as that for non-disadvantaged students.</li> <li>• Engagement with co-curricular activities is at the same level as those who are not disadvantaged.</li> </ul>

## 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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</b></p> <ul style="list-style-type: none"> <li>• Effective assessment and feedback in class improved through staff training</li> <li>• The curriculum continues to be a focus and teachers refer back to previous learning so students understand their learning journeys in each subject</li> <li>• Enrichment activities are linked to the curriculum across wide range of subject areas to enhance learning</li> <li>• Development of vocational courses and appropriate curriculums for students</li> <li>• Remark support</li> </ul>	<p>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)</p> <p><a href="http://fenews.co.uk">Tackling barriers to learning for disadvantaged students (fenews.co.uk)</a></p>	<p>1, 4</p>
<p><b>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning:</b></p> <ul style="list-style-type: none"> <li>• Early careers support programme</li> <li>• Investing in high quality CPD for teaching staff and TAs</li> <li>• Reading age tests completed for all students in Year 7 to support in-class interventions for staff</li> <li>• CPD and SBP for staff on in-class interventions</li> </ul>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p><a href="http://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading age correlates to academic success.</p> <p><a href="#">The importance of reading to the school curriculum</a> Press</p>	<p>4</p>

	Release (GL assessment)	
<b>Recruitment and retention of teaching staff and TAs</b> <ul style="list-style-type: none"> <li>Recruitment and retention allowances</li> <li>Supporting training and CPD of TAs in specialisms</li> <li>Mentoring programmes for staff such as emerging middle leaders and senior leaders</li> <li>Opportunities for staff to complete NPQs</li> </ul>	The EEF's <a href="#">'Effective Professional Development'</a> guidance report offers advice around recruitment and retention of staff.	4
<b>Technology and other resources focused on supporting high quality teaching and learning:</b> <ul style="list-style-type: none"> <li>Provision of consumables including in product design, art and food science</li> <li>Use of the hybrid approach to technology including Google Chromebooks for Year 7-9</li> <li>Revision guides and other learning resources such as set texts</li> <li>Investing in technology for TAs to support Teaching and Learning with key students</li> </ul>	<p>'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.</p> <p><a href="#">Supporting the attainment of disadvantaged pupils</a> (EEF)</p>	3

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

Budgeted cost £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy <ul style="list-style-type: none"> <li>Investment in catch-up programmes such as Hackney Literacy</li> <li>Vocablics programme in year 8 and 9</li> <li>Tutor time guided reading in Year 7</li> <li>Sixth form peer tutoring with Year 7 reading for fluency</li> <li>Reading age tests completed in Year 7</li> </ul>	<p>Reading fluency and comprehension interventions are high impact (EEF)</p> <p><a href="#">Reading comprehension strategies</a></p> <p>The EEF Toolkit has a strand on the successes and benefits of '<a href="#">Peer Tutoring</a>'</p>	1, 5

<ul style="list-style-type: none"> <li>• Extra English and Maths Support sessions Y7-11</li> </ul>		
<p><b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND:</b></p> <ul style="list-style-type: none"> <li>• In-house assessments (SEND, Access arrangements) to ensure that learning needs are met for all students</li> <li>• TA specialist training</li> <li>• Numeracy and literacy interventions</li> <li>• Increase in PL leadership team</li> <li>• CPD to support TAs and Teachers working together</li> <li>• SEND Awareness Week on the school calendar to support inclusion</li> <li>• Inclusion coffee mornings</li> <li>• Triage meetings to regularly discuss students and their progress with the inclusion team</li> </ul>	<p>Teaching assistants are our most expensive resources and must be used effectively to ensure they support and don't progress</p> <p><a href="#">'Making best use of teaching assistants'</a></p> <p>We must ensure we know and support our SEND students effectively to be included within the school <a href="#">Special Educational Needs in mainstream schools</a> (EEF)</p>	<p>1, 2</p> <p>5</p>
<p><b>Teaching assistant deployment and interventions:</b></p> <ul style="list-style-type: none"> <li>• Faculty (subject specialist) TAs across the school</li> <li>• TAs to be given planning time to support contact with families of their key students</li> <li>• TAs to support 1-1 or small group intervention</li> </ul>	<p>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction (as above)</p>	<p>5</p>
<p><b>One to one and small group tuition in English and Maths</b></p> <ul style="list-style-type: none"> <li>• Specific, targeted and focused small group intervention that is short-term</li> <li>• Bespoke and individualised programmes focusing on the individual needs of the students at Year 11</li> <li>• Investment in small group tuition within the personalised learning faculty</li> </ul>	<p>One-to-one and small group tuition in English, Maths and Science are effective in building knowledge and skills, targeting rapid improvements.</p> <p><a href="#">Small group tuition</a> (EEF)</p>	<p>5</p>
<p><b>Mentoring and coaching</b></p> <ul style="list-style-type: none"> <li>• Employment of House Progress and</li> </ul>	<p>One-to-one approach to mentoring for key students in Y11</p>	<p>1, 2, 4, 5</p>



<p>Achievement Leaders, who run our mentoring programmes at KS4</p> <ul style="list-style-type: none"> <li>• Involving wider staff to support mentoring of students in Year 11</li> <li>• Progress and Achievement Leaders meeting and supporting Year 7 students</li> <li>• Year 12 students trained as mentors to support younger students</li> </ul>	<p><a href="#">Mentoring</a> (EEF)</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting pupils' social, emotional and behavioural needs:</b></p> <ul style="list-style-type: none"> <li>• Appointment of Emotional Literacy Support Assistant</li> <li>• Targeted opportunities for enrichment and intervention to support SEMH (Waterside sessions)</li> <li>• Provision in Personalised Learning for SEND and SEMH students to regulate and be ready to learn (sensory circuits, sensory den, guinea pigs)</li> <li>• Staff trained as mental health first aiders</li> <li>• Youth workers to support key students</li> <li>• Residential week to Jamie's Farm</li> </ul>	<p>Good impact in ensuring students are ready-to-learn and can self-manage their emotions</p> <p><a href="#">EEF Toolkit, Social and Emotional learning</a></p> <p>Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment</p> <p><a href="#">Positive relationships in schools</a> (Research Gate)</p>	<p>1, 2, 3, 5</p>
<p><b>Reading for Pleasure</b></p> <ul style="list-style-type: none"> <li>• All PP students receive the gift of a book for Christmas</li> <li>• Second hand book stalls at all parent/open events</li> <li>• Calendar of activities to support reading including visiting authors and books</li> <li>• Schooltastic book fair</li> <li>• Tutor time reading in Year 7</li> <li>• Calendar of library events</li> </ul>	<p>The importance of reading of pleasure in enhancing students' progress and their social, emotional and mental health</p> <p><a href="#">Reading for Pleasure</a> (DfE)</p>	<p>1, 2</p>



<ul style="list-style-type: none"> <li>Letters and contact with parents about reading (communicating reading test, advice on reading with your child)</li> </ul>		
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Increased focus on attendance in House Offices using a variety of methods to engage families in supporting with attendance</li> <li>Appointment of a Pastoral Support Worker</li> </ul>	<p>Use the following guidance to ensure that all aspects of the Attendance Improvement System work effectively</p> <p><a href="#">Working together to improve school attendance</a> (DfE)</p>	1
<p><b>Co-Curricular Engagement</b></p> <ul style="list-style-type: none"> <li>Access to Duke of Edinburgh Award programmes, supporting the purchase of equipment</li> <li>Access to CCF programme, supporting purchase of equipment</li> <li>Ensuring students are able to access any co-curricular opportunities at school with equipment and funding</li> <li>Music lessons and hire of instruments</li> <li>A broad co-curricular offer</li> <li>Year 7 Activities Day Trip</li> <li>The Scholars' Programme (The Brilliant Club)</li> </ul>	<p>This report considers the significant of extra-curricular activities within contemporary debates around social mobility</p> <p><a href="#">An Unequal Playing Field</a></p> <p>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</p> <p><a href="#">Impact Evaluation The Brilliant Club</a></p>	1, 2, 3
<p><b>Trips (including residential) to improve cultural capital and inclusion</b></p> <ul style="list-style-type: none"> <li>Supporting some funding for non-curriculum based trips e.g. sports trips, foreign exchanges, theatre visits to enhance students' experience that they may otherwise not be able to access</li> </ul>	<p>This particularly supports disadvantaged students who are high performing at KS2</p> <p><a href="#">Subject to Background The Sutton Trust</a></p>	1, 2, 3
<p><b>Extended School time, including summer schools:</b></p> <ul style="list-style-type: none"> <li>Support to attend Summer School (KS2-3 transition)</li> </ul>	<p>Highly impactful summer school opportunity in 2023 will feed into similar</p>	1, 2

	transitional approaches in 2022-2023  <a href="#">Summer Schools EEF</a>	
<p><b>Communicating with and supporting parents:</b></p> <ul style="list-style-type: none"> <li>• Inclusion coffee mornings taking place once per half term for all disadvantaged and SEND students' families</li> <li>• Tutors act as disadvantaged Champions – ensuring regular contact home and support of students</li> <li>• Progress and Achievement leaders to socially and academically mentor students and work with families</li> <li>• House Offices to support with parental engagement at parents' evenings and other school events</li> <li>• Supporting your child through exams evening</li> </ul>	Greater parental engagement leads to improved student engagement and outcomes  <a href="#">Parental Engagement (EEF)</a>	2
<p><b>Supporting students to be ready for learning</b></p> <ul style="list-style-type: none"> <li>• Ensuring students are able to have breakfast before school and providing a safe space and provision for students who come into school early through a Breakfast Club trial</li> <li>• Ensuring all students have correct uniform</li> <li>• Providing any necessary equipment such as stationery to support students' access to learning</li> </ul>	<a href="#">School Uniform EEF</a>	3

**Total budgeted cost: £167,000**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

### Achievement

The 2023 Y11 disadvantaged cohort consisted of 11 students (4%) who collectively achieved a P8 score of -0.42. This was heavily skewed by one student for whom very significant circumstances resulted in low achievement. Indeed, removing the P8 score from a single student results in a P8 of -0.03 for the remaining 10 disadvantaged students. This compares to a national average P8 of -0.55 for disadvantaged in 2022. 27% of disadvantaged students achieved a Grade 5+ in both English and Maths with 55% achieving a Grade 4+ in both, with 73% achieving a Grade 4+ in English and 64% achieving a Grade 4+ in Maths.

### Attendance

Our overall attendance for disadvantaged cohort last year was 87.4% compared to non-disadvantaged of 93.5%. In the 2021-22 academic year, the gap was 6.6% but in the 2022-2023 academic year the gap was 6.1%.

If you remove four students who were severely absent, the figure would be 89.5% leaving a 4% gap.

### Destinations

33.33% of the disadvantaged cohort have continued with their study at St Bart's sixth form, 40% continued their education at Newbury College, 13.3% continued their education at Sparsholt and 6.66% continued their education at Reading College. There are none pursuing apprenticeships or training routes and one former student is NEET which is 6.66%.

### 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.

In our Summer 23 interim reports (Spring 23 for Year 11), we recorded the following average EiL scores for our disadvantaged cohorts:

Year 7: 2.2    Year 8: 2.2    Year 9: 2.7    Year 10: 2.4    Year 11: 2.0

## **Individuals**

Most outcome sections concentrate on metrics for the whole cohort or the Year 11 disadvantaged students, yet the power of this funding is that it enables the school to personalise 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:

One of our Year 7 disadvantaged students was top in that year group for homework scores.

Two of our Year 8 disadvantaged students were in the top 6 students in that year group who improved their homework scores during.

Three of our Year 10 disadvantaged students were in the top 14 students in that year group for their progress score during the Summer '23 report.

Three of our Year 11 disadvantaged students achieved in the top ten students with the highest GCSE results with 8 grades of 7+.

## **Monitoring**

The Pupil Premium Grant (PPG) is spent in a number of creative, flexible and be-spoke ways to meet the need of individuals. In each case, the distribution of any funding is monitored and the impact 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 PPG 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 PPG 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. This will be based on the official statistics from the DfE. This light touch report will RAG 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 three 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
EP service	West Berks
Scholars Programme	Brilliant Club

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*