

# Pupil premium strategy statement (Primary)

## School overview

| Metric                                      | Data                                     |
|---|--|
| School name                                 | <b>Belgrave St Bartholomew's Academy</b> |
| Pupils in school                            | 499                                      |
| Proportion of disadvantaged pupils          | 17% (83/499)                             |
| Pupil premium allocation this academic year | 109,560                                  |
| Academic year or years covered by statement | 2019-21                                  |
| Publish date                                | 01 December 2019                         |
| Review date                                 | 01 November 2020                         |
| Statement authorised by                     | Mrs Kelly Deaville                       |
| Pupil premium lead                          | Miss Kathryn Crawley                     |
| Governor lead                               | Mr Craig Wood                            |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | 1.0   |
| Writing | -0.3  |
| Maths   | 1.1   |

## Disadvantaged pupil performance overview for last academic year

| Measure                          | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 76.2% |
| Achieving high standard at KS2   | 4.8%  |

## Strategy aims for disadvantaged pupils

|   |          |
|---|----------|
| Ensure quality first teaching for all children, ensuring any gaps are diminished for PP pupils. |          |
| Improve early speech and language in EYFS and vocabulary development across the whole school    |          |
| Ensuring attendance rates of at least 95% for PP children                                       |          |
| Develop and extend children's life experiences  |          |
| Improving the number of families we are able to engage with and support effectively.            |          |
| Projected spending  | £109,560 |

## Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | Achieve at least national average progress scores in KS2 Reading           | Sept 21     |
| Progress in Writing     | Achieve at least national average progress scores in KS2 Writing           | Sept 21     |
| Progress in Mathematics | Achieve at least national average progress scores in KS2 Maths             | Sept 21     |
| Phonics                 | Achieve at least national average expected standard in PSC                 | Sept 21     |
| Attendance              | Ensure attendance of disadvantaged pupils is in line with national average | Sept 21     |

| Measure  | Activity   |
|--|--|
| All PP children reach national average or above in reading, writing and maths at the end of KS1 & KS2. | Quality First Teaching is in place in all year groups and is monitored to ensure the progress. Interventions and appropriate additional support is in place for any children who require a different approach.   |
| All PP children achieve national expected standard in phonics.   | Children are tracked from Foundation Stage into KS1 and appropriate support in place from staff trained in effective phonics teaching. Interventions and additional support in place for children who need a different approach.   |
| <b>Barriers to learning these priorities address</b>   | <ul style="list-style-type: none"> <li>Supporting the development of speech and language skills in the Early Years and throughout the primary phase;</li> <li>supporting the high percentage of children learning English as an Additional Language to achieve their full potential in Reading, Writing and Maths;</li> <li>supporting the attendance of PP pupils.</li> </ul> |
| <b>Projected spending</b>  | £42,560  |

## Targeted academic support for current academic year

| Measure   | Activity   |
|---|--|
| Teachers understand the strategies they employ in their teaching and how this impacts on the pupils so that they are able to adapt to meet the needs of all learners. | Vocabulary will be taught more explicitly to address the language acquisition of pupils across the school. An additional teacher will work in Y6 to ensure PP pupils make the expected progress from their KS1 prior attainment.   |
| Ensuring progress in reading  | Ensuring access to high quality texts, Accelerated Reader Intervention and additional adults to hear children read regularly. Phonics is tracked through Foundation Stage and into Year 1 to ensure children are supported at the appropriate stage and individual strategies employed where necessary.  |
| <b>Barriers to learning these priorities address</b>  | <ul style="list-style-type: none"> <li>• Supporting the development of speech and language skills in the Early Years and throughout the primary phase;</li> <li>• supporting the high percentage of children learning English as an Additional Language to achieve their full potential in Reading, Writing and Maths;</li> <li>• supporting the attendance of PP pupils.</li> </ul> |
| <b>Projected spending</b>   | £42,000  |

## Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| To provide learning opportunities which meet the needs of all learners.  | Planned opportunities for developing high quality vocabulary through drama, media and other sessions.  |
| Ensuring wider opportunities to enhance the learning experiences of all children and impact positively on their attitudes, learning and development. | Increasing attendance at before school breakfast club, after school enrichment clubs and in-school wider opportunity days eg WOW days, outcomes and trips.   |
| <b>Barriers to learning these priorities address</b>   | <ul style="list-style-type: none"> <li>• Improving aspirations and life experiences for our children.</li> <li>• Development of speech and language skills on entry to school.</li> <li>• Attendance of PP pupils</li> </ul> |
| <b>Projected spending</b>  | £25,000  |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | Ensuring enough time is given over to allow for staff professional development  | Effective training and monitoring plan in place to provide time for staff to develop their teaching to best meet the needs of all pupils.                   |
| Targeted support | Ensuring individuals and groups are identified and needs met through effective QFT and linked interventions.                    | Regular pupil progress meetings, professional conversations and discussions with staff to ensure the right programme of support is in place for each child. |
| Wider strategies | Engaging the families facing most challenges to ensure all the children are able to access the range of opportunities on offer. | Working closely with relevant outside agencies to identify, engage, support and celebrate with the families and children facing the most challenges.        |

**Review: last year's aims and outcomes**

| <b>Aim</b>                      | <b>Outcome</b> |
|---------------------------------|----------------|
| Progress in Reading and Writing |                |
| Progress in Mathematics         |                |
| Phonics                         |                |
| Other                           |                |