

Pupil premium strategy statement – St Barnabas and St Philip’s CE Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	15.4% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers. (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	1 st December 2023
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Rebecca Timms
Pupil premium lead	Katerina Papalouka
Governor / Trustee lead	Gill Dandy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5,510
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£54,980

Part A: Pupil premium strategy plan

Statement of intent

At St Barnabas and St Philip's C of E School we will ensure that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to:

- Raise achievement of pupils so they achieve as well as their peers and in line with national expectations by the time they leave the school
- Provide support for behaviour and attendance
- Ensure there is high quality teaching for all pupils.
- Provide tailored support for individual learning needs
- Deploy staff effectively so the most skilled staff work with the pupils who need the most support
- Use data to monitor impact and adjust where necessary

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who still need to catch-up in order to ensure that they are working at age-related expectations.
2	Attendance and punctuality: Regular punctual attendance is a challenge for a some of our disadvantaged pupils and we aim for attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.
3	Increased risk of social and emotional difficulty within our disadvantaged group.
4	Levels of engagement in after school provision due to limited access to financial support.

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
All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.	Attendance will be 96% + across the school. All pupils will be in school on time.
All disadvantaged pupils will have gaps in the learning closed through catch up.	Progress has been made toward individual targets of children
All disadvantaged pupils will have access to a curriculum which promotes social and emotional health and enables children to process and express emotions.	All children have access to a well-rounded curriculum.
All disadvantaged pupils will access an after-school enrichment/in school enrichment.	All children have access to enrichment.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Recruitment and Retention	High quality teaching staff to ensure that good progress is made	2,3
Attendance and Punctuality Network and Release Time for AHT	Meetings held to ascertain parental difficulties and strategies put in place	1
Continuous Professional Development for Teaching Staff	To ensure a well-rounded approach to the curriculum. Weekly staff meetings RBKC/LDBS provision	2,3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for Children	National Tutoring Programme Rolled out nationally	4
Educational Psychologist	With the additional increase in Social Services involvement, it is essential that we know our children and can spot triggers which will affect learning.	3
Speech and Language Therapist	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost	2,3
CAMHS	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.	2,3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality Network and Release Time for AHT	Meetings held to ascertain parental difficulties and strategies put in place	1

One-to-one pupil wellbeing support from our mentors and ELSA (emotional literacy support)	Building self-esteem and engage in targeted support	1,3
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Total budgeted cost: £50,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Outcomes

Year 1

PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Score											
Working Below	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	
Working Towards	0%	0%	0%	0%	50%	50%	50%	50%	25%	25%	
Working At	0%	0%	0%	0%	0%	25%	50%	50%	50%	75%	
Greater Depth	0%	0%	0%	0%	50%	25%	0%	0%	25%	0%	
WA & GD	0%	0%	0%	0%	50%	50%	50%	50%	75%	75%	50%
Total	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%

Non-PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Score											
Working Below	0%	0%	0%	68%	27%	18%	9%	0%	0%	0%	
Working Towards	0%	0%	0%	0%	14%	18%	18%	32%	14%	18%	
Working At	0%	0%	0%	32%	0%	27%	68%	59%	45%	64%	
Greater Depth	0%	0%	0%	0%	59%	36%	5%	9%	41%	18%	
WA & GD	0%	0%	0%	32%	59%	64%	73%	68%	86%	82%	0%
Total	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%

Phonics year 1 attainment by pupil group

This is provisional data for 2022/23.

Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark	
							School	National
All pupils	23	0	0	23	100	-	37	-
Disadvantaged	7	0	0	7	100	-	36	-
Other	16	0	0	16	100	-	38	-

PP Children achieved in line with peers.

Year 2

PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Working Towards	33%	0%	33%	0%	0%	0%	0%	0%	0%	0%	
Working At	67%	100%	67%	100%	0%	100%	100%	67%	67%	67%	
Greater Depth	0%	0%	0%	0%	100%	0%	0%	33%	33%	33%	
WA & GD	67%	100%	67%	100%	100%	100%	100%	100%	100%	100%	100%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Non-PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	11%	7%	7%	11%	7%	7%	7%	4%	4%	4%	
Working Towards	19%	37%	26%	0%	0%	4%	22%	19%	22%	19%	
Working At	37%	30%	41%	89%	0%	74%	59%	56%	56%	67%	
Greater Depth	33%	26%	26%	0%	93%	15%	11%	22%	19%	11%	
WA & GD	70%	56%	67%	89%	93%	89%	70%	78%	74%	78%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Year 3

PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	17%	33%	17%	17%	17%	17%	17%	0%	17%	17%	
Working Towards	33%	17%	17%	0%	17%	50%	50%	33%	50%	50%	
Working At	50%	50%	67%	83%	17%	33%	33%	67%	33%	33%	
Greater Depth	0%	0%	0%	0%	50%	0%	0%	0%	0%	0%	
WA & GD	50%	50%	67%	83%	67%	33%	33%	67%	33%	33%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Non-PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Spelling	Grammar	TOTAL					Arithmetic	Reasoning	TOTAL	
Working Below	19%	10%	14%	14%	19%	14%	24%	10%	19%	10%	
Working Towards	24%	29%	33%	0%	14%	19%	24%	24%	29%	24%	
Working At	19%	38%	19%	86%	0%	52%	33%	43%	33%	43%	
Greater Depth	38%	24%	33%	0%	67%	14%	19%	24%	19%	24%	
WA & GD	57%	62%	52%	86%	67%	67%	52%	67%	52%	67%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Score	Spelling	Grammar					TOTAL	Arithmetic	Reasoning	
Working Below	17%	0%	0%	0%	0%	33%	0%	0%	33%	17%	
Working Towards	17%	67%	50%		0%	50%	50%	67%	50%	67%	
Working At	33%	33%	50%	100%	0%	17%	50%	17%	17%	17%	
Greater Depth	33%	0%	0%		100%	0%	0%	17%	0%	0%	
WA & GD	67%	33%	50%	100%	100%	17%	50%	33%	17%	17%	17%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Non-PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Score	Spelling	Grammar					TOTAL	Arithmetic	Reasoning	
Working Below	13%	17%	13%	9%	9%	13%	9%	9%	9%	4%	
Working Towards	13%	4%	9%		9%	22%	17%	22%	17%	22%	
Working At	17%	61%	52%	91%	4%	57%	43%	35%	52%	48%	
Greater Depth	57%	17%	26%		78%	9%	30%	35%	22%	26%	
WA & GD	74%	78%	78%	91%	83%	65%	74%	70%	74%	74%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Year 5

PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Score	Spelling	Grammar					TOTAL	Arithmetic	Reasoning	
Working Below	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Working Towards	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	
Working At	100%	100%	100%	100%	100%	100%	100%	50%	0%	100%	
Greater Depth	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	
WA & GD	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Non-PP	SPAG			Phonics	PM	Reading Test	Writing	Maths			RWM
	Score	Spelling	Grammar					TOTAL	Arithmetic	Reasoning	
Working Below	5%	5%	5%	0%	5%	10%	14%	0%	5%	0%	
Working Towards	5%	5%	10%	0%	5%	0%	5%	10%	24%	14%	
Working At	43%	43%	43%	100%	90%	48%	52%	29%	24%	38%	
Greater Depth	48%	48%	43%	0%	0%	43%	29%	62%	48%	48%	
WA & GD	90%	90%	86%	100%	90%	90%	81%	90%	71%	86%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Year 6

CONTEXT	St Barnabas and St Philip's CofE Primary School (3417)		Local Authority - Kensington and Chelsea		
	Value	Cov.	Value	Gap	Cov.
Cohort	2	-	355	n/a	-
Gender (Male)	50.0%	100.0%	47.6%	+2.4%	100.0%
SEN Support	0.0%	100.0%	18.6%	-18.6%	100.0%
EHCP/Statement	0.0%	100.0%	8.2%	-8.2%	100.0%
Ethnicity (BME)	100.0%	100.0%	73.5%	+26.5%	100.0%
Language (EAL)	0.0%	100.0%	51.0%	-51.0%	100.0%
Disadvantaged	100.0%	100.0%	100.0%	0.0%	100.0%

ATTAINMENT & ASSESSMENTS

Subject	Level	St Barnabas and St Philip's CofE Primary School (3417)		Local Authority - Kensington and Chelsea	
		Value	Cov.	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	100.0%	100.0%	65.4%	+34.6%
	GDS/High Score	0.0%	100.0%	9.9%	-9.9%
Reading	≥Exp.Std.	100.0%	100.0%	76.6%	+23.4%
	High Score	0.0%	100.0%	28.5%	-28.5%
Writing (TA)	≥EXS	100.0%	100.0%	76.1%	+23.9%
	GDS	0.0%	100.0%	17.2%	-17.2%
Maths (test)	≥Exp.Std.	100.0%	100.0%	77.7%	+22.3%
	High Score	0.0%	100.0%	26.5%	-26.5%

The school takes part in the following:

*EYFS baseline and internal termly assessments

*Year 1 Phonic Screening Check

*Year 2 SATS (optional from 2023)

*Year 3,4,5 NFER Assessments

*Year 4 Multiplication Check

*Year 6 SATS

Outcomes 22/23	Review of outcomes
<p>For disadvantaged pupils to reach age related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check.</p>	<p>The gap for Reading, Maths and Writing has reduced significantly for Disadvantaged pupils across the school and in different year group disadvantaged pupils are scoring higher than not disadvantaged.</p> <p>On the whole, effective planning, questioning and feedback are enabling most PP pupils to develop their knowledge and skills so that the vast majority of PP pupils make similar or better progress than other pupils. Pupil engagement continues to increase across all classes. The quality of interventions continues to improve leading to better outcomes. There is a continued improvement in the standards achieved by PP children as a result of good teaching, personalised learning experiences, the effective use of resources and CPD tailored to pupils' current and future needs.</p> <p>Personalised intervention programmes have enabled a lot of PP children to make progress in line with their peers. All interventions had some positive effects. Staff have made detailed 'baseline' assessments for interventions and at the end of the intervention to ascertain which are the most effective. Our analysis of impact shows clear 'small steps' progress against key skills for our lower ability individual Pupil Premium children.</p> <p>All disadvantaged pupils have passed the Year 1 and Year 2 Phonics screening test.</p>
<p>All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.</p>	<p>Disadvantage pupils are increasing their daily attendance and the gap is getting smaller between disadvantaged pupils and no disadvantaged.</p> <p>This continues to be a target for our school, to ensure all disadvantaged children reach an attendance of 96%+, including any new starters.</p>
<p>All disadvantaged pupils in EYFs to meet the ELG.</p>	<p>5 out of 6 disadvantaged pupils in EYFs have met ELG. Only 1 child with complex special educational needs could not meet the ELG.</p>