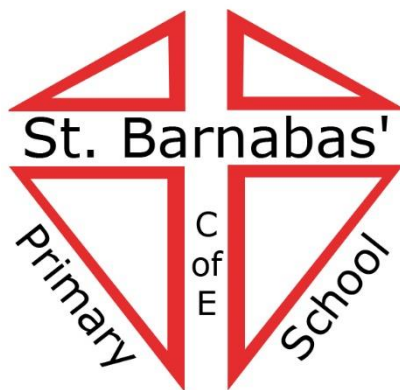


**Heaton St. Barnabas' CE (V.A.)  
Primary School**



**PUPIL PREMIUM**

**STRATEGY**

**2021-2022**

# Pupil premium strategy statement

## Heaton St Barnabas CE Primary School

### School overview

Metric	Data
School name	Heaton St Barnabas CE Primary School
Pupils in school	407
Proportion of disadvantaged pupils	21% (86 pupils) 81 PP and 5 CLA
Pupil premium allocation this academic year	£107,220
Academic year or years covered by statement	2021-22
Publish date	01 July 2021
Review date	01 May 2022
Statement authorised by	Ian Grant, Chair of Governors
Pupil premium lead	Mrs D Smith / Mrs Mason
Governor lead	Sofia Mushtaq

### Disadvantaged pupil progress scores for last academic year (2019 due to COVID)

Measure	Score
Reading	-1.9
Writing	-0.6
Maths	-1.2

### Disadvantaged pupil performance overview for last academic year (2019 due to COVID)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. External support for moderation of writing with class teachers to set targets from early baseline Focus on Handwriting, Phonics, GPS, Reading Comprehension.

Priority 2	Work with the Maths Leader to review catch up and booster classes and implement catch-up activities / lessons across school and deliver daily 5 math arithmetic and times tables agility to improve speed and recall. NTP 1-3 for Y4-6 Catch up boosters following COVID closures across school.
Barriers to learning these priorities address	Ensuring staff use evidence-based end of year data to plan intervention boosters and whole-class teaching interventions to accelerate progress.
Projected spending	£28,000 + £9,000 funding from NTP towards tutoring

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve average KS2 Mathematics progress score: (0)	July 2022
Phonics	Achieve national average expected standard in PSC (80%)	June 2022
Other	Improve attendance of disadvantaged pupils to LA average (96%)	July 2022

### Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Weekly drop in sessions with the Phonics leader to plan with and resource activities week on week until fully confident and deliver drop in sessions every Monday 3.30pm onwards. All pupils accessing phonics teaching to complete termly assessments to monitor and track progress. All book bag reading books to match phonics ability and reading levels.

Priority 2	<p>Work with the maths leader to embed Teaching for age related maths activities across all year groups</p> <p>Purchase subscriptions for white rose Maths hub for interactive class lessons and online learning. My maths and TT Rockstars subscription for class and online home learning to practise maths arithmetic and recall.</p> <p>Timetable catch up interventions for Maths across school and monitor progress via pupil progress meetings and phase leaders – reporting back half termly.</p>
Barriers to learning these priorities address	Ensuring staff use evidence-based following end of year results and AFL within lessons to deliver timely whole-class teaching interventions and small group boosters, catch –up and 1-1 for targeted pupils.
Projected spending	£27,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Buy and embed use of read write phonics portal across KS1 to embed reading skills. Review of whole school reading strategy and ensure this is being followed for all year groups with External consultant and English Leader. Timetable library to increase reading for pleasure and weekly class book delivered for engagement and enjoyment.</p> <p>Investment into class libraries to ensure range of texts available to pupils</p> <p>Reading Spine reviewed and books purchased to ensure wide reading available across school.</p>
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations across all year groups. White rose maths lessons online used to recap in booster sessions.
Barriers to learning these priorities address	<p>Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness with disadvantaged pupils not getting support at home. 1-1 reading daily with support in class for targeted pupils.</p> <p>SLT support to deliver timely intervention across school to accelerate progress for vulnerable pupils.</p>
Projected spending	£24,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Provide Breakfast club and pastoral support for vulnerable pupils to enable positive start to the day and assess well-being needs before engaging in learning.
Priority 2	Attendance officer and pastoral manager working in tandem to support families with attendance and acute need. Making calls, follow up on absence and home visits where appropriate with the support of the external consultancy team BCL reporting upon visits and running termly attendance reports for safeguarding team and governors. Attendance days to promote whole school attendance, attendance displayed on the newsletter weekly rag rated communicating to parents clearly. Attendance awards and certificates weekly.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£19,435

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders, coaching within school and external face to face and online sessions .
Targeted support	Ensuring enough time for school maths-lead to support small groups	English and Maths leaders to have release time to monitor interventions, team teach with classes where support is needed following coaching. Monitor and check data of disadvantaged groups and report back to SLT.
Wider strategies	Engaging the families facing most challenges	Working closely with LA support such as west hub Early Help teams in support of vulnerable families. Provide information to families to enable them to access the support needed. In school support via parental engagement officer and pastoral leader.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	<p>Steady improvement in disadvantaged pupil progress from March 2021 to March 2022. COVID closures have had a significant impact on the progress of our disadvantaged pupils as can be seen in September baseline and although gaps are narrowing there are still gaps particularly in writing.</p> <p>End of year results TBC</p>
Progress in Mathematics	<p>In year school data shows more favourable progress across school.</p> <p>End of year statutory assessments are yet TBC.</p>
Phonics	<p>2022 outcome was 76.8% higher than the local Bradford average by 8.7%. this is a dip of 13% from 2019 however these pupils are also in a number of other vulnerable groups including SEND and CSC support. The new aims for narrowing the gaps to local and national averages by July 2023 are:</p> <ol style="list-style-type: none"> <li>1. rigorous monitoring of phonics assessments and targeting Pupil premium pupils for additional support</li> <li>2. 1-1 phonics interventions for target pupils not making expected progress at assessment points</li> <li>3. After school Catch up clubs to narrow gaps further</li> </ol>
Other	<p>Slight improvement in attendance since last year more families have taken extended leave and the school continues to struggle with persistent absence. New focus on fines for absence not just extended leave. Monitoring and follow up calls and home visits by BCL, Attendance and Pastoral team as well as SLT to improve the attendance figures.</p>

## Data Outcomes for Pupil Premium for 2022 across all key phases

### EYFS 2022

Item	Heaton St Barnabas' CofE Aided Primary School (3308)		Local Authority - Bradford	
	Value		Value	Gap
Good Level of Development <sup>?</sup>	66.7%		51.0%	+15.7%
Average Total Points Score	30.5		29.2	+1.3
All Goals, Exp+	66.7%		48.1%	+18.6%
Prime Goals, Exp+	66.7%		62.3%	+4.4%
Com. & Lang. Goals, Exp+ <sup>?</sup>	66.7%		70.2%	-3.5%
PSE Goals, Exp+ <sup>?</sup>	75.0%		74.2%	+0.8%
Phys. Dev. Goals, Exp+ <sup>?</sup>	75.0%		75.5%	-0.5%
Specific Goals, Exp+	66.7%		48.8%	+17.9%
Literacy Goals, Exp+ <sup>?</sup>	66.7%		52.3%	+14.4%
Maths Goals, Exp+ <sup>?</sup>	83.3%		61.4%	+21.9%
Und. The World Goals, Exp+	66.7%		65.5%	+1.2%
Exp. Arts & Des. Goals, Exp+	75.0%		72.3%	+2.7%

### Y1 PHONICS 2022

No.	Estab. Name	Indicator	Average of Years	2018	2019	2022	Trend
		Cohort	1625	1,384 -	1,492 +108	1,998 +506	
	Local Authority - Bradford	WA	68.1%	69.7% -	73.1% +3.4%	61.4% -11.7%	
		APS	0.3	30.6 -	31.5 +0.9	28.2 -3.3	
		Cohort	11	11 -	10 -1	13 +3	
3308	Heaton St Barnabas' CofE Aided Primary School	WA	76.8%	63.6% -	90.0% +26.4%	76.9% -13.1%	
		APS	0.3	30.1 -	37.1 +7.0	34.7 -2.4	

## KS1 SATS 2022

Indicator	School FSM Eligible	Compared to	Gap
<b>Reading &gt;= EXS</b>	<b>57.1 %</b> (Cohort: 7)	57.1 School All Pupils (Cohort: 7) <b>0.0%</b>	
		47.4 LA All Pupils (Cohort: 2,140) <b>9.7%</b>	
		47.4 LA FSM Eligible (Cohort: 2,140) <b>9.7%</b>	
<b>Writing &gt;= EXS</b>	<b>42.9 %</b> (Cohort: 7)	42.9 School All Pupils (Cohort: 7) <b>0.0%</b>	
		39.7 LA All Pupils (Cohort: 2,140) <b>3.2%</b>	
		39.7 LA FSM Eligible (Cohort: 2,140) <b>3.2%</b>	
<b>Maths &gt;= EXS</b>	<b>42.9 %</b> (Cohort: 7)	42.9 School All Pupils (Cohort: 7) <b>0.0%</b>	
		50.8 LA All Pupils (Cohort: 2,140) <b>7.9%</b>	
		50.8 LA FSM Eligible (Cohort: 2,140) <b>7.9%</b>	
<b>Science &gt;= EXS</b>	<b>57.1 %</b> (Cohort: 7)	57.1 School All Pupils (Cohort: 7) <b>0.0%</b>	
		58.4 LA All Pupils (Cohort: 2,140) <b>1.2%</b>	
		58.4 LA FSM Eligible (Cohort: 2,140) <b>1.2%</b>	
<b>RWM &gt;= EXS</b>	<b>42.9 %</b> (Cohort: 7)	42.9 School All Pupils (Cohort: 7) <b>0.0%</b>	
		35.7 LA All Pupils (Cohort: 2,140) <b>7.1%</b>	
		35.7 LA FSM Eligible (Cohort: 2,140) <b>7.1%</b>	
<b>RWMS &gt;= EXS</b>	<b>42.9 %</b> (Cohort: 7)	42.9 School All Pupils (Cohort: 7) <b>0.0%</b>	
		35.3 LA All Pupils (Cohort: 2,140) <b>7.6%</b>	
		35.3 LA FSM Eligible (Cohort: 2,140) <b>7.6%</b>	



# KS2 SATS 2022 Heaton St Barnabas' CofE Aided Primary

\*Cohort Size

Indicator	FSM Eligible: FSM Eligible				All Pupils				
	School (21)*	LA (2,377)*		School (21)*	LA (2,377)*		School (21)*	LA (2,377)*	
		Gap	Value	Gap	Value	Gap	Value	Gap	Value
Reading Exp+	61.9%	1.2pp	60.7%	0.0pp	61.9%	1.2pp	60.7%		
Maths Exp+	61.9%	5.4pp	56.5%	0.0pp	61.9%	5.4pp	56.5%		
GPS Exp+	66.7%	10.3pp	56.4%	0.0pp	66.7%	10.3pp	56.4%		
Writing TA EXS+	66.7%	13.6pp	53.1%	0.0pp	66.7%	13.6pp	53.1%		
Reading High SS	23.8%	8.2pp	15.6%	0.0pp	23.8%	8.2pp	15.6%		
Maths High SS	9.5%	1.9pp	11.4%	0.0pp	9.5%	1.9pp	11.4%		
GPS High SS	23.8%	7.7pp	16.1%	0.0pp	23.8%	7.7pp	16.1%		
Writing TA GDS	0.0%	4.7pp	4.7%	0.0pp	0.0%	4.7pp	4.7%		
Reading Avg. Scaled Score	102.3	0.5	101.8	0.0	102.3	0.5	101.8		
GPS Avg. Scaled Score	104.3	2.8	101.6	0.0	104.3	2.8	101.6		
Maths Avg. Scaled Score	102.6	2.0	100.7	0.0	102.6	2.0	100.7		
RWM Exp+	52.4%	11.5pp	40.9%	0.0pp	52.4%	11.5pp	40.9%		
RWM High	0.0%	1.9pp	1.9%	0.0pp	0.0%	1.9pp	1.9%		