

# ST BARNABAS MULTI ACADEMY TRUST

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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

Detail	Data
School name	St Dominic C of E School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2026
Date this statement was published	01/09/2024
Date on which it will be reviewed	01/09/2025
Statement authorised by	JJ Wilson
Pupil premium lead	JJ Wilson
Governor / Trustee lead	Stephen Whiffen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,533.46
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,533.46

# ST BARNABAS MULTI ACADEMY TRUST

## Part A: Pupil premium strategy plan

### Statement of intent

At St Dominic, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Executive Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the school. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed, using robust diagnostic assessments, to ensure early action and intervening at the point of need. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding. We recognise that Service children have their own unique needs and use the funding to support these effectively. Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and maths.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. Funded interventions may include pastoral support where appropriate e.g. attendance support, development of social skills or personal development opportunities.. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable. We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies). We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the St Barnabas Trust, Local Governors, pupils and their families, to support our strategy. Pupil Premium pupils are everyone's responsibility.

### Challenges

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

Challenge number	Detail of challenge
1	Early reading and phonics

# ST BARNABAS MULTI ACADEMY TRUST

	Assessments, observations and discussions with pupils show our disadvantaged pupils generally have greater difficulty with phonics than their peers.
2	Mathematics Assessments indicate that mathematics attainment among disadvantaged pupils is lower than that of non-disadvantaged.
3	Attendance Our attendance data indicates that attendance among our disadvantaged pupils is below national.
4	Social, Emotional, Mental Health Our SENCO and teaching team have identified social and emotional challenges for children and their families, including service children. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities.

## 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
High quality teaching and learning	Evidence informed effective teaching in the classroom will be refined and developed through high quality CPD, including NPQ's enabling accelerated progress.
High quality in school support and intervention	Implementation of effective evidence informed, targeted intervention e.g RWI phonics
High attendance for all pupils	Sustained high attendance aiming for 95% average
Improved enrichment opportunities	Finances are not a barrier for supporting our children to take part in our curriculum and enrichment opportunities.

# ST BARNABAS MULTI ACADEMY TRUST

## 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: £ [12,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NPQ Teacher training</i>	All teachers taking part in different NPQ courses	1,2
<i>RWInc training for staff</i>	All staff trained to deliver early reading and phonics effectively	1,2

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

Budgeted cost: £ [6000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group phonics delivery</i>	Academic support in phonics, reading and maths	1,2,3,4
<i>TA/Apprentice support</i>	Targeted and academic support	1,2,3,4

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

Budgeted cost: £ [5000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion and CP strategies</i>	KCSIE	3,4
<i>Curriculum enrichment and personal development opportunities</i>	All children have the opportunity to take part in all school and trust experiences	1,2,3,4

# ST BARNABAS MULTI ACADEMY TRUST

**Total budgeted cost: £ 23,000**

# ST BARNABAS MULTI ACADEMY TRUST

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. As previously announced by the DFE, it will not be possible to calculate KS1-KS2 progress measures for academic year of 2023/2024. This is because there is no relevant KS1 data, which is required to calculate KS1-KS2 progress measures for this cohort, as primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from national tests and assessments, at KS2 level, suggests that our disadvantaged pupils achieved a slightly lower standard than those nationally. At the end of KS2 33% of our disadvantaged pupils (3 children) attained the expected standard in reading, writing and maths (combined) compared to 45% nationally. It is worth noting that one pupil missed achieving ARE in maths by just 1 mark which would have taken this percentage to 67%. When we look at each subject individually the results are as follows; Reading 62% (national) 100% (St Dom), Writing 58% (national) 67% (St Dom) and maths 59% (national) 33% (St Dom). The three disadvantaged pupils within this cohort also had SEND: the progress they made during their time in upper KS2 was incredible. It is a shame there are no progress measures to reflect this.

At the end of the Early Years Foundation Stage 75% of our (St Dom) disadvantaged pupils achieved a Good Level of Development (GLD) compared to 68% (national) In year 1, 92% of our (St Dom) pupils achieved the expected standard in phonics compared to 80% nationally. There are no disadvantaged pupils in this cohort. 100% of our Year 2 pupils passed the re-sit phonics screening test, nationally the percentage was 91%.

In year 4, our pupils scored an average of 22 on the MTC. Our disadvantaged pupils had an average of 24.

Our Statutory data shows that our disadvantaged children are generally exceeding national averages - in fact this would be across the board if it were not for 1 mark on a KS2 maths paper.

Year on year data fluctuates, however it generally remains above national averages. Where children are not meeting ARE, there are other factors involved and staff are working with the children and families to overcome barriers to learning.

# ST BARNABAS MULTI ACADEMY TRUST

## 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*

Programme	Provider
NELI	Nuffield

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Services trip Staff training around TIS and emotion coaching
What was the impact of that spending on service pupil premium eligible pupils?	

# ST BARNABAS MULTI ACADEMY TRUST

## 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.*