



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Bartholomew's Primary Academy
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	16.5% (65)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dan Oakes
Pupil premium leads	Sami Schorah
Governor / Trustee lead	Catherine Hersom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,575

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Part A: Pupil premium strategy plan

Statement of intent

Building an inclusive school where all children learn, grow and soar.

- *Our ultimate objectives for pupils entitled to Pupil Premium at St Bartholomew's are to ensure that pupils are given appropriate academic, social and emotional support while being provided with opportunities to enrich their education and expand their experiences.*
- *Our ongoing focus remains narrowing the gap between PP and non-PP learners in all core subject areas through quality first teaching, carefully considered provision and relevant and impactful resources*
- *Each pupil entitled to Pupil Premium has different strengths and different challenges and so a personalised approach continues suit the families at St Bartholomew's*
- *Provision focuses on academic support, enrichment opportunities, social and emotional support, and wellbeing. Spend on individual pupils is carefully tracked and provision for individuals is reviewed every other term to ensure that emerging needs or interests are considered when planning support and opportunities for our pupils.*

Challenges

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

Challenge number	Detail of challenge
1	Disproportionately lower engagement with home learning and homework in disadvantaged learners
2	Lower speech, language and communication baseline assessments of disadvantaged learners upon joining EYFS
3	Progress of disadvantaged pupils in core subjects is not in line with non-disadvantaged pupils and are working below national expectations
4	Disadvantaged pupils at St Bartholomew's are disproportionately in need of social and emotional support in comparison to their non-disadvantaged counterparts
5	48% of disadvantaged learners are also SEND learners.

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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 children to be accessing and engaging with home learning on a weekly basis	<ul style="list-style-type: none"> • Assessing that all children have access to a device – questionnaire/ survey to go home to all families • Ensuring paper resources are shared with children without access to home devices • Homework club in every phase to be in place • Support with home learning access to be discussed in parents evenings for parents who are unfamiliar with the platforms
By the end of EYFS, disadvantaged children will be in line with their peers in speech and communication aspects of the EYFS framework.	<ul style="list-style-type: none"> • SALT referrals for EYFS to be made in Term 2 following initial assessments in class • Vocabulary and speech focused curriculum in EYFS with a language rich environment • Speech and language provision planned on provision maps throughout the school to ensure support continues past EYFS • Designated SALT TAs delivering provision under the coaching of the SALT service and with fortnightly SENDCO support meetings in place • EYFS additional staffing in place for Term 1 to allow for 1:1 assessments and support in communication • EYFS NELI intervention to begin in Term 3 following NELI assessments • Staff training from a speech and language therapist to ensure effective interventions.
Progress of disadvantaged pupils in core subjects will be in line with the National average	<ul style="list-style-type: none"> • Ensure a clear induction for new staff members is in place. Ensure they are aware of the expectations for our PP children and elements, such as lesson design, as in place for key purposes. • Quality first teaching which focused on effective and impactful practice and reflective and responsive feedback for learners to move them on. • Pre-teaching training for all new staff • Provision plans to be created in Term 1 following on from summer data and to meet phase specific need. The provision timetable to be shared with support staff to ensure the timetables are running effectively. • Pre-teaching sessions to run from Y1-Y6 by the end of Term 1, pre-teaching is always delivered by a qualified classroom teacher to ensure Quality First Teaching is accessed by our disadvantaged learners. • SLT to check pre-teaching sessions are running effectively in learning walks once each term

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	<ul style="list-style-type: none"> • Gap analysis – data from rising stars assessments to be used to inform provision in Terms 1, 3 and 5. • Live marking training alongside the use of a feedback journal to be delivered by phase leaders for all new members of staff • Live marking to be reviewed by SLT as a part of the monitoring schedule • Specific interventions to focus on pupils who need additional support e.g. RWI 1:1, Nessy Reading and Spelling, Dyslexia Gold etc. • An awareness of persistent absentee pupils, specifically those who are identified as disadvantaged to ensure access to pre-teach and re-teach sessions as appropriate • Phoenix readers – 1:1 disadvantaged pupils to continue, reading with class teachers 2+ times each week to ensure carefully tracked progress. • 1:1 Pupil Premium conferencing in term 2, 4 and 6. Class teachers to meet with PP Pupils to discuss progress and targets and special interests which could be targeted with enrichment opportunities • Walkthrus to be implemented through staff CPD and discussion around linking to PP Pupils.
<p>Social and emotional support in place for all disadvantaged pupils and their families as appropriate</p>	<ul style="list-style-type: none"> • Pastoral meetings fortnightly to ensure all members of the pastoral team are aware of safeguarding concerns, changes in family circumstances, PSA support in placed and any ELSA support which may be needed. • ELSA provision mapped in Term 1 to ensure new referrals are reviewed and all cases are prioritised based on need and historical context • ELSA caseloads reviewed termly in Pastoral meetings to ensure pupils are accessing support as required • MHST referrals to be in place Term 1 for pupils who do not meet CAMHs threshold but are above ELSA level. • Art therapy in school for a small number of pupils to support mental health and well-being • Early Help Coordinator (EHCo) work to continue to support families with attendance, financial concerns, parenting and behaviour concerns at home, access to local authority support and provision such as the food bank. • Bridge Project Mentoring – 1:1 mentoring for disadvantaged learners in need of self-esteem building and support in transition periods in their lives • CPD – Staff training in emotional and social aspects of pupils needs such as attachment behaviours and working with pupils with a history of trauma. • Canine therapy – 1:1 sessions with Ezzie the dog lead by one of our ELSA's.
<p>Children who are Pupil Premium SEND will be</p>	<ul style="list-style-type: none"> • Pre-teaching sessions to run from Y1-Y6 by the end of Term 1, pre-teaching is always delivered by a qualified

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<p>supported to make progress towards their individual outcomes.</p>	<p>classroom teacher to ensure Quality First Teaching is accessed by our disadvantaged learners.</p> <ul style="list-style-type: none">• SLT to check pre-teaching sessions are running effectively in learning walks once each term• Gap analysis – data from rising stars assessments to be used to inform provision in Terms 1, 3 and 5.• Live marking training alongside the use of a feedback journal to be delivered by phase leaders for all new members of staff• Live marking to be reviewed by SLT as a part of the monitoring schedule• Specific interventions to focus on pupils who need additional support e.g. RWI 1:1, Nesy Reading and Spelling, Dyslexia Gold etc.• Alternative Provision where needed to be added to children's. Bespoke curriculum.• Phoenix readers – children who are Pupil premium/ SEND will be heard reading 3 times a week by staff.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD – All teaching and support staff to be trained in using the 'Walkthru's' tool to support quality first teaching</i>	Walkthru's is a highly evidence-based resource, which takes the research of close to 40 educational practitioners that review a large number of effective and impactful teaching approaches, to create an index of best practice (<i>Sherrington & Caviglioli 2020</i>)	3
<i>Live marking CPD</i>	Purposeful and time efficient feedback is delivered to the whole class through the use of live marking, feedback journals and feedback slides to communicate with learners. This form of feedback is supported by the 'Teacher Feedback to Improve Pupil Learning Guidance Report (2021)	3
<i>Pre-teaching CPD</i>	The EEF's blog identified Five evidence-based strategies to support high-quality teaching for pupils with SEND, within 'flexible grouping' the importance of pre-teaching key vocabulary and concepts to pupils (as supported by the Frayer Model) can support SEND and disadvantaged pupils to access content (Mould, 2020)	3
<i>Provision timetable and resource planning with SLT</i>	The EEF's Summary of Recommendations for Special Educational Needs in Mainstream Schools suggests that provision plans and timetable should ensure that all pupils have access to high quality teaching and that this is then complimented carefully selected small-group and one-to-one interventions. This form of shared provision planning allows phases to create provision timetables which suit the individual phase requirements as this can then be monitored to ensure consistency	3
<i>CPD for Support Staff</i>	The EEF guidance document 'Making the Best Use of Teaching Assistants' identified the importance of 'schools providing sufficient time for training'. At St Bartholomew's we have a structured TA training programme which aligns with our teachers CPD as well as linking to observations and cohort specific needs.	3
<i>NELI Programme</i>	Identified by the EEF as the most effective language development intervention, this programme works to close the gap between our lower language learners, a large proportion of whom are disadvantaged learners. The average language gain is 4 months for each learner.	2

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

Budgeted cost: £26,532

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI 1:1</i>	The EEF Teaching and Learning toolkit (2018) found that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress	3
<i>NELI</i>	The EEF ran trial on the NELI programme in both 2018 and 2019 and found the programme to be highly effective for EYFS pupils in language and communication development	2
<i>Phoenix readers</i>	EEF's reading review (2018) Evidence indicates that as a reading catch-up approach, one to one tuition can be effective. The idea of 1:1 reading support which is also consistently delivered by a qualified teacher will also allow class teachers to closely track progress in reading for disadvantaged pupils within their class.	3
<i>1:1 conferencing</i>	EEF Impact of Feedback (2021) identified pupil conferencing as an effective way to provide feedback to pupils and ensure they feel valued and supported in their progress	3

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

Budgeted cost: £55,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early Help Coordinator Attendance and Home-School relationships</i>	In 2018, the EEF published 'Working with Parents to Support Children's Learning' which focused on the relationship with parents and carers as a crucial aspect of home learning engagement and pupil motivations. Our EHCo works closely with families in our community to support social and emotional needs, parenting and behaviour management issues in the home and to signpost to services which may offer financial and mental health support. Attendance will also be monitored, using the EEF Supporting school attendance document. This will be addressed with our community to ensure that persistent absence is low and attendance is in line with the National Average.	4
<i>ELSA and rainbow room provision</i>	The EEF looked at Improving the social and emotional learning in primary schools and highlighted the importance of quality SEL, but additionally, early and intensive interventions for pupils who need additional and targeted help. At St Bartholomew's, this is offered by our Pastoral team. In addition to ELSAs on staff, pupils are able to access mentoring from the staff at the Bridge project, several pupils are additionally able to access long term art therapy on site and some children are currently offered Canine therapy supported by an ELSA.	4
<i>Trick Box</i>	Trick box is a whole school strategy developed by educational Psychologists. It is an evidence-based system using visual 'trick cards'. It's aim is to develop self-awareness and support problem solving. The program aims to equip	4

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	children with long-term life skills to improve social and emotional mental health.	
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Total budgeted cost: £120,448

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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 2024 to 2025 academic year.

Summer Attainment Data – 2024-2025

	<i>Pupil Premium Met Expected Standard</i>	<i>Non-Pupil Premium Met Expected Standard</i>
<i>Y1 Phonics screening</i>	67%	82%
<i>Y2 Reading</i>	33%	82%
<i>Y2 Writing</i>	33%	70%
<i>Y2 Maths</i>	0% (3 pupils)	80%
<i>Y6 Reading</i>	60%	71%
<i>Y6 GPS</i>	66%	84%
<i>Y6 Writing</i>	80%	80%
<i>Y6 Maths</i>	66%	84%
<i>Y6 Combined (R/W/M)</i>	60%	82%

The disparity between PP and non-PP children remains in most areas of the curriculum.

A significant area of focus is on our Y2 cohort (2025-2026) in all areas of the curriculum as assessment for our PP learners in Y2 shows that they are significantly below. It is important to note that in the Y2 cohort, there are 3 PP learners in total, two of which are SEND, therefore 33% constitutes one child. As they move into year 3 they will be carefully monitored after each data drop to ensure that appropriate intervention is put into place quickly and efficiently.

Looking at the KS2 data there is still a discrepancy between pupil premium and non-pupil premium children in all areas apart from writing. This year the writing was a real success and was moderate by the Wiltshire moderation team.

It is also important to note that data for KS2 assessments includes 15 pupil premium learners, 4 of which are SEND.

This is not to say that our expectations should not remain high for all learners.

Provision map planning continues to target disadvantaged learners, SEND learners and persistent absentees to ensure access to the curriculum and the best opportunities to reach academic potential.