

St Barnabas Multi-Academy Trust

St Germans Primary School 2025-2028

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	8 - FSM - 15.6% 7 - Forces - 13.7%
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)	2024-2025
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,050
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>	£19,050

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Part A: Pupil premium strategy plan

Statement of intent

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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that

goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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 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	Our assessments and observations indicate a gap between disadvantaged pupils and non-disadvantaged pupils' performance particularly in maths and reading

2	Providing rich and varied in-school experiences and events for our disadvantaged pupils.
3	Providing support for vulnerable families support for trips, residential, ICT at home.

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
Improved standards and attainment across all subjects and especially for disadvantaged children	Standardised tests will show an increase in standards. Accelerated progress in reading, writing

	and maths for disadvantaged children across the school.
Accelerated progress in reading, writing and maths for disadvantaged children across the school.	Gaps will close between the disadvantaged and their peers in all subjects.

Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

particularly among disadvantaged pupils.

Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a significant increase in participation in enrichment activities and residentials,

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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training to ensure all teachers have the same approach to</i>	The gap in achievement between advantaged and disadvantaged pupils will decrease.	1

<i>curriculum strategies for delivering RWInc, Reading Comprehension, Maths and Drawing Club/Curious Quests.</i>		
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Purchase of RWInc material and buy-in of monitoring visits

Children' mathematical knowledge, work

Purchase of Power Maths and White Rose for the delivery of maths across the school.

Staff delivering RWInc will be specifically

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trained in delivering phonics and this will be closely monitored.

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in books, confidence with maths.

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Learning</i>	An online platform that uses	1

<p>Purchase of Learning by Questions for structured interventions</p> <p>Purchase of CGP books Purchase Maths Bootcamp</p>	<p>An online platform that uses evidence-based practices to improve teaching and learning.</p> <p>https://www.lbq.org/</p>	<p>1</p>
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One to one and small group tuition for pupils in need of additional

Tuition targeted at specific needs and

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knowledge gaps can be an effective method to support low attaining pupils or

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<p><i>support, delivered in addition to, and linked with, normal lessons.</i></p>	<p>those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Additional phonics sessions targeted at

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

disadvantaged pupils who require further phonics support.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

Evidence shows small group targeted

Providing TA for small group intervention work aimed at disadvantaged pupils.

Phonics approaches have a strong

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evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.

Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.

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intervention can help strengthen knowledge and increase confidence.

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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wider curriculum offer from trust-
outdoor programme, residential
and PE
tournaments.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>

EEF Physical activity

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>

2 and 3

Total budgeted cost: £19,000 5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils from 2023-2024

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

