

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for the 2023 to 2024 academic year funding to help improve the attainment of our pupil premium 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 John's CE Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-25
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Julia Bamfield
Pupil premium lead	Laura Jefferis
Governor / Trustee lead	Jennifer O'Reilly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43, 650
Recovery premium funding allocation this academic year	£0
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	£ 43, 650

Part A: Pupil premium strategy plan

Statement of intent

Consistent with our vision 'Celebrate life in all its fullness. Let's learn together in God's love', our intention is that all pupils, irrespective of their background or the challenges they face, enjoy learning, make good progress and achieve high attainment across all subject areas.

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

The focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal through an engaging curriculum and high quality first teaching. This strategy outlines the areas we have identified for intervention in order to raise attainment and how those will be addressed, with the intended outcomes. The provision to which funds have been allocated has been decided on based on rigorous research about interventions which have the most impact. The Education Endowment Foundation (EEF) Teaching and Learning Toolkit has been used to prioritise spending based on potential impact.

Principles

- We will ensure that high-quality teaching and learning opportunities meet the needs of all of the pupils at St John's. High-quality first teaching and learning 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.
- 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.
- We will consider the challenges faced by vulnerable pupils and recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

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. In making decisions on the use of the Pupil Premium we:

- adopt a whole school approach in which all staff take responsibility for pupil premium pupils' outcomes and raise expectations of what they can achieve
- ensure that disadvantaged pupils are challenged in their learning
- act early to intervene at the point the need is identified
- use the latest evidence-based research on proven strategies, which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner.
- aim for all pupils to increase attendance which in turn will increase their attainment to further close the academic gap between Pupil Premium and Non-Pupil Premium pupils
- provide a wide range of enrichment opportunities for all year groups, to support the sense of success outside of academic achievement and to support individual well-being

Challenges

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

Challenge number	Detail of challenge
1	Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress. Our 2022/2023 attendance data for PP children (95.1%) was lower than Non PP children (97%).
2	Attainment and Progress – children may not be meeting the age related expectations and may need additional support to catch up. Particular focus in our school is on early language acquisition and phonics, as well as reading and writing progress.
3	Wellbeing/Pastoral – our assessments, observations and conversations with pupils and families have identified social and emotional issues for some pupils. These can particularly affect disadvantaged children, including their attainment. Additional support is essential in order to develop fundamental social and emotional skills, support well-being and promote positive attitudes to learning, as this has an impact on a child's readiness to learn.
4	Enrichment and Experiences – some children may not have access to enrichment opportunities that their peers may be offered elsewhere. A comprehensive whole school personal development plan focuses on providing

	key enrichment opportunities, cultural capital and developing fundamental British values. Our PP pupils are an integral part of this plan.
5	Parental engagement/ consolidation of learning – particular focus on engaging and supporting the parents of disadvantaged children. Our observations of homework uptake indicate that some pupils do not engage positively with homework/home learning (Doodle and Seesaw)/reading at home. Support from home to help with homework and create an effective home learning environment with increased aspirations.
6	Language - our observations and discussions with pupils indicate that in some cases, limited vocabulary and language skills can impact upon learning. Some children also have EAL, with limited language.

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
For all pupil premium pupils in school to make or exceed nationally expected progress rates	To ensure all progress scores for Pupil Premium pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.
Improved outcomes in phonics check results for our disadvantaged learners.	Continue with the increased % in disadvantaged learners passing the Y1 phonics check (or the Y2 re-check)
To narrow the attainment gap between pupil premium and non-pupil premium pupils in English (reading and writing). Outcomes will be raised for our disadvantaged learners, especially in EYFS, KS1 and for writing in KS2.	Increased % of disadvantaged learners meeting the age-related expectations for English, including at the end of EYFS, in KS1 assessments and KS2 SATs.
Disadvantaged learner's progress and attainment in Maths is in line with national average or better and the gap between PP and non-PP is closed.	All disadvantaged learners master times tables to 12 x 12 by the end of Year 4. To further increase the quantity of problem solving and reasoning that children are exposed to in KS2
Attendance will be raised for our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by continuing to implement the robust systems to monitor attendance and support parents. The attendance gap between pupil premium pupils and their non-pupil premium peers is

	reduced to achieve the target of >96% pupil premium attendance.
To promote and improve the social and emotional wellbeing of all pupils, including those who are disadvantaged.	<p>Early identification of any child who needs additional support for SEMH, with support provided in school.</p> <p>High levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among Pupil Premium pupils
Parental engagement will be raised for our disadvantage pupils.	Any child identified as lacking in home support will be given additional support in school to allow them to fulfil homework expectations. Support for parents through a range of informative workshops/activities to enable them to support and engage with their children's learning at home.
Improved engagement and enrichment opportunities.	<p>Disadvantaged children will be identified for additional opportunities that they might not otherwise be able to take up.</p> <p>This will result in an increase in participation in enrichment activities.</p>

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: £13,600

(Educational supplies and CPD which includes release time for teaching staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to support the delivery of quality first teaching including effective feedback and mastery learning.	The EEF guide to Pupil Premium toolkit suggests that mastery learning, collaborative learning, peer tutoring, small group work and feedback have a significant impact upon learning.	2, 3 and 6

<p>Staff to follow guidelines and expectations for English and Maths.</p> <p>Use of phonics and early reading approaches.</p> <p>Futura curriculum includes high expectations of all with activities to 'scaffold up' to those expectations.</p>	<p>We have identified CPD needs to teaching and support staff in phonics and writing.</p>	
<p>Phonics training for all support staff who lead phonics interventions using the RWI scheme.</p>	<p>EEF Teaching and Learning Toolkit states that targeted phonics teaching has a very high impacts for a very low cost based on extensive evidence and has a positive impact on word reading</p>	<p>2 and 6</p>
<p>To maintain increased capacity of adults in class to provide a more favourable staff to pupil ratio, resulting in positive progress gains through responsive interventions and differentiations within day to day teaching to ensure gaps in understanding are minimised</p>	<p>Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20intervention#effectiveness</p>	<p>2, 3 and 6</p>
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention or teacher instruction.</p>	<p>2</p>
<p>To further increase the quantity of problem solving and reasoning that children are exposed to in KS2</p>	<p>Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics</p> <p>EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2 and 6</p>

Targeted academic support

Budgeted cost: £ 20,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	AR is a software programme used to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. This is supportive of the EEF reading comprehension strategies that can support children making as much as 6 months progress. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2 and 6
<p>Teaching Assistant Interventions- additional sessions targeted at pupil premium pupils who require further support.</p> <p>These will be closely monitored by class teachers and SLT and adapted/amended as necessary throughout the year.</p>	Small Group support, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3 and 6
<p>Phonics- RWI and Talk Boost interventions to ensure our disadvantaged learners are supported to meet the expectations for phonics (particularly EY and KS1)</p>	EEF Teaching and Learning Toolkit states that targeted phonics teaching has a very high impact for very low cost based on extensive evidence.	2 and 6
<p>Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2, 3 and 6

<p>Language/ EAL- support for children who have EAL.</p> <p>TA intervention groups (Including RWI/Talk Boost) to support basic language skills and as well as wider curriculum support.</p>	<p>EEF Teaching and Learning Toolkit states that oral language interventions have a very high impact for very low cost based on extensive evidence.</p>	<p>6</p>
<p>Teaching assistant interventions- SEMH</p> <p>These will be closely monitored by class teachers and SLT and adapted/amended as necessary throughout the year.</p>	<p>To be able to support PP children when the immediate need/resource is required.</p>	<p>All</p>

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

Budgeted cost: £ 9, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Robust systems in place to ensure all pupils are attending school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2, 3 and 5</p>
<p>To work with a leading playtime programme (OPAL) to observe and audit playtime, provide CPD, parents meeting and grounds master planning</p>	<p>An effective, universal approach to lunchtime can have a positive overall effect on learning. OPAL is a whole school approach to lunchtime, with CPD for all staff and support in its implementation. This is supported by the EEF: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4 and 6</p>

<p>Target disadvantaged children to access enrichment opportunities to match interests and boost esteem.</p>	<p>Initial evidence from the first trial carried out by the EEF suggests that well-supported enrichment activities can improve children’s academic and non-cognitive outcomes.</p> <p>Children’s University EEF (educationendowmentfoundation.org.uk)</p>	<p>3 and 4</p>
<p>Implement strategies to increase parental engagement including supporting parents to ensure home learning is of high quality.</p> <p>Maintain close and regular parental engagement for families of our disadvantaged learners</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Pastoral support mentor hours to ensure that pupils’ basic needs are being met on the hierarchy of needs and they are in a position to learn.</p> <p>Identification of pupils who needs improved welfare, attitudes, esteem and outcomes for children who are experiencing difficulties in their home lives and emotional regulation challenging.</p> <p>ELSA assessments and follow-up interventions</p> <p>1:1 mentoring and advice from Pastoral Lead</p>	<p>Pastoral Learning Support mentor will provide additional support to improve disadvantage learners social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

Total budgeted cost: £ 43, 650

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 2022 to 2023 academic year.

High quality, mastery teaching has been embedded which has been supported through CPD and the introduction of subject handbooks, all learners, including those who are pupil premium are provided with appropriate levels of challenge. Therefore, making good progress towards our aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

A standardised target setting process and assessment calendar across our trust has been agreed. Standardised assessments are purchased and used three times a year, providing performance data that supports teaching. High quality teaching, supported through CPD, had been developed and the introduction of subject handbooks for English and Maths has helped ensure that pupils, including those who are disadvantaged, are provided with appropriate levels of challenge. Our Futura curriculum assumes high expectations for all pupils including activities to 'scaffold up' to meet them as well as tasks to deepen the learning. Teachers and TAs have been given substantial phonics training to support the use of the RWI (Read, Write, Inc) programme.

Tuition supported by the NTP to support learning in English and Maths supported some of our disadvantaged pupils in Y2 and Y6 last year, with all making good progress from their starting points on the programme. Targeted TA intervention groups supported disadvantaged children across the school. These were recorded using our Provision Map software.

Some children were identified for additional pastoral support with outcomes evidenced in our tracking documents. Our ELSA trained pastoral lead also supports some of our disadvantaged families, encouraging parental engagement and offering support. This is supported by members of SLT and class teachers to ensure that disadvantaged children have the resources they need in order to access all school has to offer.

Our attendance continue to improve, however it is still below the target set of 95.8%. Case studies of individual children show that decisive, swift action to tackle attendance has resulted in children with persistent absence improving their attendance up to as much as 100%.

Our assessments and observations indicated that for some children pupil behaviour, wellbeing and mental health were significantly lower than non -pupil premium pupils. The impact was particularly acute for Pupil Premium pupils. We used pupil premium funding to provide

wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Times Tables	TT Rockstars
Reading Intervention	Accelerated reader
Phonics programme	RWInc
Doodle Maths	Doodle Learning