

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for the 2022 to 2023 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	240
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/20-2022/23
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Wendy Carver
Pupil premium lead	Hollie Lewis
Governor / Trustee lead	Jennifer O'Reilly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,320
Recovery premium funding allocation this academic year	£5,364
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	£54,320

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 focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal, including progress for those who are already high attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are adopted from care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are pupil premium or not. The activities chosen are all based on evidence from the Education Endowment Foundation (EEF).

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium 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-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-pupil premium children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-pupil premium pupils.

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 pupil premium 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 pupil premium pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Attendance – Our 2021/2022 attendance data for PP children was lower than non PP children. 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.
2	Gaps in learning - can result in pupils not meeting age-related expectations in reading, writing and maths at the end of Key Stage. Internal assessments indicate that reading, writing and attainment among pupil premium is below their non-pupil premium peers.
3	More frequent behaviour difficulties – In 2021/22 4 of our pupils who required an individual behaviour plan were Pupil Premium. In some cases chaotic family life and the need for social care involvement can display as behaviour difficulties in school.
4	Enrichment and Experiences – Our observations and discussions with pupils indicate that PP children generally have less enrichment and cultural capital experience than Non-PP children. This is supported by national studies. PP pupils should be provided with additional enrichment opportunities.
5	Consolidation of Learning - Our observations of homework uptake indicate that some pupils do not engage positively with homework/home learning.
6	Language skills - Our observations and discussions with pupils indicate that in some cases, limited vocabulary and language skills can impact upon learning.

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
1. 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.
2. To narrow the attainment gap between pupil premium and non-pupil premium pupils	To ensure that Pupil Premium pupils obtain the required attainment outcomes against their peers nationally, based on end of Key Stage 1 results.
3. To bring attendance of pupil premium pupils at least in line with those nationally	Sustained high attendance from 2022/23 demonstrated by: The attendance gap between pupil premium pupils and their non-pupil premium peers

	to achieve the target of 95.8% pupil premium attendance.
4. To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	<p>To continue to identify vulnerable pupils who require social and emotional intervention (Elsa)</p> <p>To embed robust system(s) to monitor attendance and support parents</p> <p>To improve 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

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain the 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	<p>Small group tuition, 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-</p>	1 and 2

ensure gaps in understanding are minimised	tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20intervention#effectiveness	
To further increase the quantity of problem solving and reasoning that children are exposed to in KS2	Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1 and 2
To increase the percentage of children who score 21 or above (84%+) on the Y4 multiplication check	To enable pupils to develop a rich network of mathematical knowledge, in the recommendations for improving mathematics in Key Stage 2, the EEF have noted that ensuring that pupils develop a fluent recall of facts is important. EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1 and 2
Build on the current good practice in Early Years by further developing number sense based on new research – subsidising; cardinality and counting; composition; comparison. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	This is consistent with Mastery learning which is recognised by the EEF as a cost effective approach that has an average of 5 months progress over the course of a year. Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 2 and 6

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

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)	1, 2 and 6
Additional sessions targeted at pupil premium pupils who require further support.	Small Group tuition, 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	1 and 2
Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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)	1,2 and 6
CONTINGENCY	To be able to support PP children when the immediate need/resource is required.	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 4 and 5
To work with a leading playtime programme (Opal) to observe and audit playtime, provide CPD, parents meeting and grounds master planning	An effective, universal approach to lunchtime can have a positive overall effect on learning. This is because conflict at lunchtime can run into lesson time thus reducing the time children have for 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)	3
Establish a system so that all Pupil Premium children attend at least one enrichment activity throughout the year	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. Children's University EEF (educationendowmentfoundation.org.uk)	4
Implement strategies to increase parental engagement including supporting parents to ensure home learning is of high quality.	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2, and 5
To fund additional 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	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: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 54,320

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 2021 to 2022 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.

Our attendance has improved since September 2021 to July 2022, however it is still below the target set. 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%. Pupil Premium attendance was up to 95.21% from 92.2% in 2021/22. The school is now 0.59% away from its Pupil Premium attendance target of 95.8%.

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 wherever required. We are building on that approach with the activities detailed in this plan.

#

Externally provided programmes

Programme	Provider
Time Table RockStars	TT Rockstars
Accelerated Reader	Accelerated Reader
Lexia	Lexia Learning