

St. John's Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. John's CofE Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Susan Notley, Headteacher
Pupil premium lead	Susan Notley
Governor / Trustee lead	Roy Tungatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2,900
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	£29,800

Part A: Pupil premium strategy plan

Statement of intent

At St. John's School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families.

Our three-year Pupil premium strategy will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

We believe that all children have a right to a good education and to access new experiences and opportunities. We host an array of after school clubs, to encourage children to develop their wider talents, including: choir, rugby, Science club, football and netball.

Our intention is to develop each child's self-esteem, encouraging them to take risks and build their resilience. We believe this is key to increase their future life chances.

Our school values fully support our aim for each pupil to achieve individual success.

Challenges

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

Challenge number	Detail of challenge
1	A large majority (12/19) of our PP children are on the SEN register.
2	Low levels on entry of PP pupils particularly in communication, literacy and language.
3	An inherent lack of motivation and ambition, no drive to want to persevere and succeed.
4	A significant proportion of our pupils eligible for PP have low attendance levels for the previous academic year.
5	Lack of parental support with learning and general development. Home environments lack drive and support for building self-confidence.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP.	Outcomes at the end of the EYFS, KS1 & KS2 in reading and writing show that all pupils achieved at least their end of year target and speaking and listening in EYFS as well.
Provide additional support for PP/SEN pupils.	PP pupils on the SEN register will be provided with the appropriate provision to ensure that they achieve their targets on their IEP and the objectives that are being set for them in every lesson. As soon as targets on the IEP are achieved a new IEP is written and agreed with the parents/carers. All parents of SEN pupils sign a copy of the reviewed IEP and the new IEP with support on how to help their child.
Higher levels of motivation and	Data shows that most able pupils are at least in line with most able pupils nationally Ongoing monitoring of pupils

<p>perseverance to want to succeed which will boost confidence, well-being and expectations for learning</p>	<p>achieving expected levels to ensure that they are being challenged to their full potential and some of these pupils are reaching a greater depth across the curriculum. Pupils eligible for PP develop greater confidence to articulate feelings, emotions and learning in order to make accelerated progress towards ARE and Greater Depth.</p>
<p>Improve attendance of PP pupils, enabling them to be successful learners</p>	<p>Reduce the persistent absence (PA) of PP pupils from 2019/20 data Pupils eligible for PP have attendance figures in excess of 96%.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support across year groups to improve outcomes, target identified needs.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2
Assistant Headteacher support to provide more focussed groupings in KS1.	Reducing class size EEF (educationendowmentfoundation.org.uk)	1,2

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted individual interventions led by Tas, to drive improvements in reading across the school. NELI group in KS1 and Reception.	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Assistant Headteacher	Tuition targeted at specific needs and	1,2

running booster groups twice weekly to provide targeted support to UKS2, with a focus on raising achievement in Reading, Writing and Maths.	<p>knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£9,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – promote attendance and punctuality, ensure disadvantaged children are ready to learn.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	4
After school clubs offered to all PP children free of charge to encourage them to develop their wider talents.	Physical activity EEF (educationendowmentfoundation.org.uk)	3
Parent Mentor to work with vulnerable pupils to ensure they are in a position to access learning.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £29,800

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 2020 to 2021 academic year.

Due to Covid-19, performance measures have not been published for 2020-2021 and results will not be used to hold schools to account. A number of planned strategies were not able to be fully implemented due to Covid 19 restrictions and partial school closures. Resources were diverted to support acute and unplanned need arising from the pandemic such as provision of home support, engagement of families in home learning, supporting individual families and ensuring staffing was in place to support the needs of pupils on-site and at home. This should be taken into account when considering the outcomes listed below

A. Improve communication and oral language skills for children across the school so that they are articulate, confident speakers.

In July 2021 - EYFS Teacher and TA trained in Nuffield Early Language Intervention. - Good impact for small group and these children have increased confidence when speaking, -Strategies from NELI can be used in class too to encourage dialogue. - this training has meant that it can be implemented for certain pupils next year as well. - Speech & Language Therapist into see certain children with speech concerns. Online teaching encouraged pupils to talk In all activities.

A. Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP.

Due to lockdown and bubble the bubbles, planned Intervention was restricted. 15/20 pupils achieved Expected level in reading and 4 exceeded 13/20 achieved expected Level in writing and 2 exceeded 14/20 achieved Expected level and 2 exceeded Daily online phonic Lessons for each year group and reading groups supported pupils' needs and also helped the parents to support their children. intensive, ability daily groups in the Autumn and Summer helped to narrow the gap. Parental workshops on Reading and phonics Supported parents in Rec and Yr.1 to help their children with phonics and reading.

B. Provide additional support for PP SEN pupils.

July 2021 -Weekly pupil progress meetings in place to ensure children are making good progress and targets are met and set regularly. Staff discuss new strategies to help each pupil. Assessment sheets for maths and phonics are kept up to date and feed into IEP targets. All IEPs and assessments are kept in a file in class so all staff working with the pupils can see. During meetings – new concerns are picked up on

quickly and discussions with parents/interventions/ strategies put in place.

C. Higher levels of motivation and perseverance to want to succeed which will boost confidence, well-being and expectations for learning.

All PP pupils have Targets – mainly to develop an interest such as sport or singing and all clubs are free for PP pupils to attend

D. Improve attendance of PP pupils, enabling them to be successful learners.

Sep – March 96.01% March – July 95.06% Medical Evidence was provided for all PA children. Percentage of PA pupils reduced significantly from last year.

