

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 | 101 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| 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 | Dr. Jonathan Dean |

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

'Thriving and learning as we build God's Kingdom'

At St. John's School, teaching and learning is our vision in action, informing and supporting the best classroom practice. We strive to give every child the opportunity to grow and flourish in every lesson taught both within the classroom and outside of the classroom (enrichment and extra-curricular activities). Through our nurturing community, we aim to develop every child's gifts and to broaden their horizons, providing support and inspiration to both pupils and parents.

Our core drivers are: reading, writing, maths and building resilience, independence and ambition through a variety of learning opportunities for both pupils and parents/carers across all subjects.

We achieve this by ensuring that we are:

- Supportive, successful and resilient
- Thriving and learning as we build God's Kingdom
- Justice for everyone
- Organisation of an aspirational curriculum within vertically grouped classes
- Healthy mind, body and soul
- Nurturing and caring where everyone is valued
- Sustainability by being an active global citizen

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 the holistic development of the child. For new entrants who start with low attainment on entry, our aim is to ensure that they make accelerated progress to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning and general development further to ensure that they reach higher levels of attainment and achievement. We closely monitor how we are spending the allocated funds to ensure that this is having an impact on both the pupil premium pupils' achievement and attainment across the wider curriculum.

At St. John's School, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that all our children are given every chance to reach their full potential within our small nurturing school where we want every child to develop their gifts and broaden their horizons.

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, tag rugby, Science club, football, yoga, art club, tennis, activities club and netball. There is a real commitment to include all pupil premium in as many clubs as possible, encouraging them to participate in a variety of enrichment activities which further enhances the overall development of the child.

Our intention is to develop each child's self-esteem, encouraging them to take risks and build their resilience, independence and aspiration. This is key to increase their future life chances and life choices, empowering them to become well rounded individuals who are responsible in making a positive contribution to society.

This culture of achievement for all families is key to our success for every child, particularly pupil premium children where they become confident citizens within society, have a strong sense of self belief for the future – making a positive contribution to our society. This sense of empowerment for all runs through everything that we do at St. John's School.

Challenges

St. John's Church of England Primary School is the smallest school in Enfield with 101 pupils on roll arranged in **four vertically grouped classes** – Ruby Class (Nursery pm only & Reception), Sapphire Class (KS1), Diamond Class(Yr.3/4) and Emerald Class (Yr.5/6). The children come from **a wide range of socio-economic backgrounds** with very little ethnic diversity (there are a small number of pupils from Eastern European countries and Black African/Black Caribbean, two families from Sri Lanka but the majority of pupils are white, British).

Deprivation indicator – 2019: The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation.

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | A large majority (10/20) of our PP children are on the SEN register who have specific learning difficulties which need to be addressed with a consistent approach. Needs to be a very clear collective understanding on how disadvantage is impacting on our pupils and what our response as a school is to this. |
| 2 | Low levels on entry of PP pupils particularly in communication, literacy |

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| | and language. Significant weaknesses in pupils' fluency/decoding skills to support stamina in reading later. Limited vocabulary impacting on learning and general development across school life. |
| 3 | An inherent lack of motivation and ambition, limited drive to want to persevere and succeed. Key that our feedback is positive, clear, modelled, personal to the child and has a positive impact on both the learning and self-esteem of the child. Needs to be a real sense of belonging for all at the school and a real drive to ensure that all PP pupils are involved in a variety of extra-curricular activities alongside enrichment activities addressing the strengths of the child to develop motivation, drive, ambition and self-esteem. |
| 4 | A significant proportion of our pupils eligible for PP have poor levels of both attendance and punctuality from the previous academic year. This has a negative impact on their social and emotional development and an inconsistency in being able to access what is being offered at school. It also impacts on their sense of belonging in overall school life. Ensure that attendance and punctuality is a whole school responsibility and that all staff understand and value the factor- categories that drive poor attendance and punctuality is key. Teacher-pupil interactions are the glue that makes attendance and punctuality stick and this is a real strength of the school. |
| 5 | Lack of parental support with learning and general development. Home environments lack drive and support for building self-confidence. The need for our school to have a positive approach to this and to have strategies in place to address this. Firm commitment from all members of staff in forging positive relationships with parents to benefit the child's learning and self-esteem. Investing in supporting parents to develop the strategies to support their child's learning by encouraging them to come and see the teaching and learning that is taking place for key subject areas e.g. reading, phonics, maths. |

Intended outcomes talk about how I changed the strategy having worked with a consultant and how we have developed our thinking and strategies throughout the year.

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. A real commitment in the school to ensure that the support that is in place for these pupils is happening consistently and therefore, having a real impact. |

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| <p>Higher expectations, rates of progress and therefore attainment across the school for pupils eligible for PP.</p> | <p>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.</p> <p>Programmes that were in place had a real impact on the learning and general development.</p> <p>Relentless focus on all pp pupils in all areas of development so that they are experiencing success and making at least good progress.</p> |
| <p>Provide additional support for PP/SEN pupils and families.</p> | <p>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 PP target sheet 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 and the child. All parents of SEN pupils sign a copy of the reviewed IEP and the new IEP with support on how to help their child.</p> |
| <p>Higher levels of motivation and perseverance to want to succeed which will boost confidence, well-being and expectations for learning</p> | <p>Data shows that most able pupils are at least in line with most able pupils nationally Ongoing monitoring (targets set on PP sheets)of pupils 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 to make accelerated progress towards ARE and Greater Depth. Observations of pupils' learning behaviours support this.</p> |
| <p>Improve attendance and punctuality of PP pupils, enabling them to be successful learners Focus on punctuality of the social norm for the rest of the class is</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%. A real sense of belonging being supported by strong parent/pupil-teacher relationships across the school. Attendance and punctuality being high profile on the PP target sheets that both parents and pupils are directly involved in at least three times a year.</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, a significant increase in participation in enrichment activities and extra-curricular activities across the school |

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. | Responsive grouping | 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 / Deputy Headteacher | Tuition targeted at specific needs and knowledge gaps can be an effective method | 1,2 |

| | | |
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| running booster groups twice weekly to provide targeted support to UKS2, with a focus on raising achievement in Reading, Writing and Maths. | to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | |
|---|--|--|

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. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk) | 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 ready to access learning and to support their individual needs. | 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 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 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.

