

Pupil premium strategy statement

St. John's CofE Primary School



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
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year that our current pupil premium strategy plan covers	£65,490
Date this statement was published	2021-22
Date on which it will be reviewed	December 2021
Statement authorised by	Martina Martin
Pupil premium lead	Jane Wright
Governor / Trustee lead	Alice Bimpong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,490
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£71,580

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 all disadvantaged pupils so that by the end of KS2, they are ready to move on to secondary school with confidence and are well prepared for KS3.

High-quality first teaching is at the heart of our approach, through effective CPD and coaching we aim to close the disadvantage attainment gap and at the same time 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.

There is also an emphasis on the children's wellbeing, after a significant period of disruption, to promote resilience and behaviour for learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments of pupils in Early Years and KS1, shows that basic phonic, sound knowledge and early reading skills has been negatively impacted.
3	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. At the end of academic year 2020-21, PPG pupils achieved 49% and non PPG was 66%.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils in Year 6 have been impacted by partial school closures to a greater extent than for other pupils.
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data for vulnerable pupils has decreased over the last couple of years.

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.

Challenge Number	Intended outcome	Success criteria
1	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident from initial baseline assessment to end assessment.
2	Improved reading attainment among disadvantaged pupils.	Phonics outcome at the end of 2021/22 to be 93%

		KS1 reading outcomes for end of academic year 2021/22 to be 85%
3	Improved writing attainment for disadvantaged pupils so they are in-line with non-disadvantaged pupils	The differential is reduced to 10%
4	Improved reading, writing and math attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2021/2022 show that more disadvantaged pupils met the expected standard.
5	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <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, particularly among disadvantaged pupils
6	To achieve and sustain improved attendance for all pupils, particularly our vulnerable pupils	Summer attendance data shows a reduction in persistent absenteeism and increase in attendance for disadvantaged children.

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: **£31022**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused planning support on the wider curriculum with the Deputy Head Teacher	Both targeted interventions and universal approaches can have positive overall effects, as reported in our OFSTED Report September 2021.	3, 4
Developing in house Speech and Language Teaching Assistants, with the support of Croydon's SALT, including the use of NELI for Reception.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Internal Staff Develop Lead to run GROW sessions for all members of staff throughout the academic year.	Both targeted interventions and universal approaches can have positive overall effects, as reported in our OFSTED Report September 2021.	3, 4

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

Budgeted cost: **£27040**

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics - All relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	2,

<ul style="list-style-type: none"> - Smaller phonics groups for targeted RWI support have been established - One-to-one catch up interventions have been delivered - Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. - Read Write Inc Resources 	<p>to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Writing</p> <ul style="list-style-type: none"> - Staff are able to plan for specific needs - Staff are supported with the planning - Staff moderate regularly to ensure judgements are accurate - Key staff attend training and disseminate to teachers - Targeted support for Year 6 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of English drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</p>	3,4
<p>Year 6 interventions</p> <ul style="list-style-type: none"> - Targeted support for teaching Maths and English - Two teachers to allow children to develop and progress - 1:1 support for individuals 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3, 4

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

Budgeted cost: **£13,518**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Wellbeing Lead to engage the families facing most challenges with support at home and in school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school	5, 6

	<p>and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	
<p>Employ an EWO to support pupils and parents in attending School as often as possible.</p>	<p>https://cpdonline.co.uk/knowledge-base/safeguarding/what-is-an-educational-welfare-officer/</p>	<p>5, 6</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £71,580

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.

- Children were able to continue learning online and were successful in the return to school.
- Increased confidence among Y5 children especially in arithmetic sessions.
- Improved confidence and ability in Maths lessons.
- High levels of progress in children achieving expected phonics standard compared to their starting points.
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- Families were well supported during lockdown and upon return to school. This allowed for a smooth transition and uninterrupted learning.
- Children more confident as support was targeted to individual needs.
- Children were able to participate in individual music lessons which provided cultural capital.
- Children were able to participate in individual extra-curricular opportunities which provided cultural capital.
- Support was targeted to individual needs which enabled specific children to make progress.

Externally provided programmes

Programme	Provider
RWI Phonics	Ruth Miskin inc.