

Pupil premium strategy statement

St. John's C of E Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	419
Proportion (%) of pupil premium eligible pupils	12.2% = 51 children
Academic years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
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	£84,659
Recovery premium funding allocation this academic year	£6,924
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£91,583

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 they may **Love, Learn and Flourish**. We want to focus on early identification, and focus support across the school in order for our pupils to be ready to move on to secondary school with confidence and be 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, 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 and teachers indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS2 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 are under developed and will therefore impact the KS2 data in the long run. Speech and Language is an area of development across the school.
3	Internal assessments indicate that age related attainment among disadvantaged pupils is not consistent compared to that of non-disadvantaged pupils.
4	Our observations, discussions and analysis of interventions have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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	To further improve oral language skills and vocabulary among disadvantaged pupils.	NELI baseline assessment data for Reception, to end assessment, shows significant improvement for pupils. Identified pupils working with 1:1 / small group adults in SALT sessions, make significant improved oral language skills.
2	To further improved reading attainment among disadvantaged pupils.	Disadvantaged pupils achieve similar outcomes to those of their non disadvantaged peers in Reading - Data 2022-23

3	Improved writing attainment for disadvantaged pupils so they are more consistently in-line with non-disadvantaged pupils	Disadvantaged pupils achieve similar outcomes to those of their non disadvantaged peers in Writing - Data 2022-23
4	Improved math attainment for disadvantaged pupils so they are more consistently in-line with non-disadvantaged pupils	Disadvantaged pupils achieve similar outcomes to those of their non disadvantaged peers in Math - Data 2022-23
5	To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustain high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • An increase in therapeutic sessions across the school, including MHST, particularly for our disadvantaged 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)

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing in house Speech and Language Teaching Assistants, with the support of an independent 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
Focused planning support on the wider curriculum with the Deputy Head Teacher. ECT mentor to support with wider curriculum planning and daily teaching	Both targeted interventions and universal approaches can have positive overall effects, as reported in our OFSTED Report September 2021. Planning to focus on Mastery: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2,3,4
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.	3,4,5

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

Budgeted cost: **£57,293**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Support in EYFS and KS1 <ul style="list-style-type: none"> - Additional adult support for individuals who require closer supervision - Targeted support for teaching Maths and English - Small group work to allow children to develop and progress <p>Year 1 to follow the Reception style of teaching until October half term</p>	<p>Play based learning to support Year 1 pupils in their transition out of Reception:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p> <p>Additional Adults in Reception, means the Class Teacher can spend time with all pupils, especially those whom are disadvantaged:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4
Booster Groups in KS2 <ul style="list-style-type: none"> - Year 6 booster groups in Maths to support academic levels of all pupils, particularly our disadvantaged. - 	<p>The EEF promote small group tuition groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3,4
Catch up Literacy /Numeracy <ul style="list-style-type: none"> - Staff are able to follow specific planned programmes to support disadvantaged pupils in individual interventions. - One-to-One Catch-up interventions have been delivered 	<p>The EEF promote this intervention. A structured one-to-one literacy intervention for pupils struggling to read:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p>	2,3,4

<p>RWI phonics</p> <ul style="list-style-type: none"> - All relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. Training to be regularly updated. - 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>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,3,4</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>	<p>2,3,4</p>

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

Budgeted cost: **£38,518**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to 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 and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5
Maintain and improve attendance of all pupils, particularly that of disadvantaged pupil, via regular contact with parents.	The EEF promote Parental Engagement in relation to improving attendance of pupils: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1668002143	All
Contingency fund for acute issues	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.	All

Total budgeted cost: £91,583

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 2021-2022 academic year.

- Children, including disadvantaged pupils were able to improve their oral language skills and vocabulary, due to an increase in in-house speech and language teaching assistants with the support of Croydon SALT and use of NELI for Reception. 3 Teaching Assistants attended the ELKLAN training course to improve their SALT knowledge. We need to continue and further this input for the current KS1 cohort to build upon our foundations.
- Improved reading attainment among disadvantaged pupils with the increased confidence in the RWI phonic scheme, training for staff, smaller group sessions for pupils and 1:1 catch up interventions for pupils identified. 90% of pupils achieved their phonics in 2021/22. 82% achieved KS1 reading assessments. (15% above national)
- Improved writing attainment for disadvantaged pupils so they are more in-line with non-disadvantaged pupils through an increase of writing moderations, key staff attending training and disseminating to all teachers and targeted support for Year 6. Teachers have received Internal Staff development through our GROW sessions which run across the academic year, and planning support to help plan for specific needs of individual classes. Additional writing moderation and planning support is required to further improve our writing attainment across the school, particularly for our disadvantaged pupils. 91% of all pupils achieved the expected standard at the end of KS2.
- Improved reading, writing and math attainment for disadvantaged pupils at the end of KS2, via targeted support for teaching Maths and English in Year 6 interventions. Two teachers allowed children to develop and progress, and 1:1 support for individuals who needed it.
- Improved wellbeing for all pupils in our school has been at the heart of all we have been doing, particularly our disadvantaged pupils through the enhanced interventions run by the Wellbeing lead and the interventions run by the increased number of trained ELSA's. This is ongoing as the needs of our pupils is great and mental health for our disadvantaged pupils is so important to ensure they can focus on their learning.
- Improved attendance for all pupils, particularly our vulnerable pupils with co-ordinated support from the EWO employed to help particular families. A closer eye is now taken by SLT in order to catch the individual pupils who are not in school daily and home contact is made. Attendance improved for disadvantaged pupils from 91.97% in the Autumn Term, to 94.61% which is in line with those who are not disadvantaged.

Externally provided programmes

Programme	Provider
RWI Phonics	Ruth Miskin inc.
Catch up Literacy/Numeracy	The Caxton Trust