

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 2023 to 2024 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	425
Proportion (%) of pupil premium eligible pupils	9.64% = 41 children
Academic years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Martina Martin
Pupil premium lead	Jane Wright / Jane Payne
Governor / Trustee lead	Alice Bimpong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,050
Recovery premium funding allocation this academic year	£7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,155

Part A: Pupil premium strategy plan

Statement of intent

That all may

Love, Learn, Flourish
(John 10:10 Life in all its fullness)

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.

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	Our observations and assessments show a need for further development of all staff, including teaching assistants, to support pupils in class. These challenges particularly affect disadvantaged pupils, including their attainment in all areas of the curriculum. (Focus on TA's / ECT's / Grow).
2	Assessments, observations, and discussions with pupils and teachers indicate continued 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. Speech and Language continues to be an area of development across the school.
3	Internal assessments indicate that age related attainment among disadvantaged pupils for Reading is not consistent compared to that of non-disadvantaged pupils
4	Internal assessments indicate that age related attainment among disadvantaged pupils for Math is not consistent compared to that of non-disadvantaged pupils.
5	Assessments of pupils in Early Years and KS1, shows that basic phonic, sound knowledge and early reading skills continue to be under developed and will therefore impact the KS2 data in the long run.
6	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 the use of teaching assistants across the	Identified pupils working with 1:1 / small groups, make significant improvements with their academic achievements.

	school, so pupils are supported better.	
2	To continue to improve speech and language skills for identified pupils, particularly our disadvantaged pupils.	Disadvantaged pupils achieve targeted SALT interventions and make small steps of progress, to close the gap between their non disadvantaged peers. 1:1 Specialist SALT assessment and intervention from a private therapist if deemed necessary.
3	Improved reading 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 Reading - Data 2023-24 All pupils, particularly our disadvantaged pupils, develop a greater love of reading, through 'Reading for Pleasure' scheme.
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 2023-24
5	To continue to improve phonics, sound knowledge and early reading skills for identified pupils, particularly our disadvantaged pupils.	Identified pupils working with 1:1 / small groups, make significant improvements with their phonic knowledge, sound skills and early reading skills, to be more in line with their non disadvantaged peers.
6	To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Maintain 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: **£17,508**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development of Teaching Assistants.</p> <p>Specific training to be planned and delivered in small groups to further extend knowledge and support the ongoing development of staff.</p>	<p>Making the best use of Teaching Assistants guidance as reported by the Education Endowment Fund:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsgd.pdf?v=1700018148</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1700018148</p>	1,2,3,4,5
ECT mentor to support with wider curriculum planning and daily teaching	<p>Targeted interventions and universal approaches can have positive overall effects, as reported in our OFSTED Report September 2021.</p> <p>Planning to focus on Mastery:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	3,4,5
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: **£50,694**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT 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	2,5
PiXL Tuition <ul style="list-style-type: none"> - Year 5 and 6 intervention groups in Maths and Reading to support academic levels of all pupils, including our disadvantaged pupils. 	PiXL offers assessments and then individualised interventions to fill the gaps in pupils knowledge The EEF promote small group tuition groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,4,6
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 	The EEF promote this intervention. A structured one-to-one literacy intervention for pupils struggling to read: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy	3,4
RWI phonics <ul style="list-style-type: none"> - All relevant staff (including new staff) have received paid-for training to deliver the phonics scheme 	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	2,5

<p>effectively. Training to be regularly updated.</p> <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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£22,409**

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	6
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: £90,155

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 2022-2023 academic year.

- Children, including disadvantaged pupils have been able to continue to improve their oral language skills and vocabulary, due to a continued increase in in-house speech and language teaching assistants with buy-in of an independent SALT, Karen Barwell. She has been able to access pupils quickly and provide support for both teaching assistants and teachers in how to support pupils. Karen Barwell also supports some pupils on a 1:1 basis to move pupils on.
- 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 2022/2023. 83% achieved KS1 reading assessments. (16% 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 has been implemented to further improve our writing attainment across the school, particularly for our disadvantaged pupils. 93% of all pupils achieved the expected standard at the end of KS2 which is an increase on the year before.
- Improved math attainment for disadvantaged pupils at the end of KS2, via targeted support for teaching Maths. 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. 93% of all pupils achieved the expected standard at the end of KS2 which is 20% above the national average.
- Mrs Spink has worked hard throughout the academic year to continue to improved wellbeing for all pupils, and staff in our school. She has ensured that Wellbeing has remained at the heart of all we have been doing, particularly our disadvantaged pupils through the enhanced interventions run by the increased number of trained ELSA's. She has worked closely with MHST to support parents and families, and incorporated staff wellbeing activities also.
- This academic year we have maintained the improved attendance for all pupils, particularly our vulnerable pupils with co-ordinated support by SLT in order to catch the individual pupils who are not in school daily and home contact is made. Attendance has been maintained for disadvantaged pupils at 94.08% for the whole academic year, which is in line with those who are not disadvantaged (94.59%).

Externally provided programmes

Programme	Provider
RWI Phonics	Ruth Miskin inc.
Catch up Literacy/Numeracy	The Caxton Trust
PIXL	https://www.pixl.org.uk/