



# St. John's CE Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2022 to 2025 academic years 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 CE Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	23 (12.77%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Sarah Stone
Pupil premium lead	Mrs Sarah Stone
Governor / Trustee lead	Mr Andrew Hignett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,785
Recovery premium funding allocation this academic year	£2,900
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,685

# 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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support: attendance, well-being and targeted academic support.

This is proven to have the greatest impact on closing the disadvantage attainment gap, and, at the same time, will benefit the non-disadvantaged pupils in our school.

### **Our aims:**

1. To close the gap between Pupil Premium attainment and Non-Pupil Premium attainment through the provision of consistent high 'quality first' teaching, effective subject leadership and robust assessment systems.
2. To ensure that the pupil premium funding meets the individual needs of all pupils through targeted support.
3. To use the Pupil Premium funding to address any underlying inequalities for children eligible for Pupil Premium.

## Challenges

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

Challenge number	Detail of challenge – split into the 3 areas of support – see list.
<b>High quality teaching:</b>	
1	Professional development is required to ensure that quality first teaching is in place consistently across the school.
2	Monitoring of teaching and learning: professional development for subject leaders is needed to enable them to identify strengths and areas for development, and take necessary action to ensure that quality first teaching is in place throughout the school. A structured monitoring timetable needs to be place to clarify subject leadership expectations.
3	Systems of assessment: ensure that consistent and effective systems of assessment are in place (formative and summative) to ensure accurate tracking of pupil attainment and progress.

Targeted academic support:	
4	<p>A number of pupils start school with below age expectation language skills.</p> <ul style="list-style-type: none"> <li>• 66% of PP children enter school below in communication and language (22-23).</li> <li>• 100% of PP children entered school below in communication and language (21-22). 50% below at the end of the year.</li> </ul>
5	<p>A proportion of PP pupils also have special educational needs and therefore require targeted support to ensure their needs are met and progress is made.</p> <p>4.3% of PP pupils have an EHCP. 21.73% of PP pupils are identified as having additional needs and support. The vast majority of these needs are social and emotional.</p>
6	<p>Some pupils are not making expected progress and require targeted support in English and Maths.</p> <p><i>PP pupils working below the expected standard in Summer 2022:</i>  <i>In Reading 54% compared to Non- PP 23%</i>  <i>In Writing 68% compared to Non-PP 41%</i>  <i>In Maths 50% compared to Non-PP 20%</i></p> <p>The attainment gap between PP and Non-PP pupils needs narrowing.</p>
Wider strategies:	
7	<p>Attendance: PP pupils have a higher rate of absence, and persistent absence.</p> <ul style="list-style-type: none"> <li>• <i>Attendance of PP pupils is 87.81% in comparison to whole school attendance at 95.96%.</i></li> <li>• <i>Persistent Absence for PP pupils is 27.78%.</i> (Data: Autumn 1 22-23).</li> </ul>
8	<p>The wellbeing of PP pupils is not in line with Non-PP pupils.  17% of worries reported relate to PP pupils (Autumn 1 2022/2023).</p>
9	<p>Ensure that PP pupils have access to the same opportunities as Non-PP pupils:</p> <p>School council / school responsibilities.  School uniform.  Behaviour monitoring / class Dojo.  Extracurricular activities, including sports, outdoor activities, music lessons and trips.  Communicating with and supporting parents.</p>

## 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 (the skill)	Success criteria (what to do to achieve the skill)
<b>High quality teaching:</b>	
<p>1. The quality of teaching throughout the school is good or better enabling PP pupils to make at least expected progress, and to close the attainment gap.</p>	<ul style="list-style-type: none"> <li>• The quality of teaching and learning throughout the school is good or better in all subjects for ALL pupils (SEND, PP, Boys, Girls).</li> <li>• Clear curriculum plans support a continuous and progressive curriculum to ensure all pupils receive a broad and balanced curriculum.</li> <li>• Talk for writing or IPEELL is embedded throughout the school.</li> <li>• Staff complete professional development in the teaching of reading and writing (Literacy Trust) and Rosenshine's principles. Effective use of formative assessment (see EEF diagnostic assessment tool (hinge questions / quizzing / reading fluency / mind maps) to ensure quality first teaching is consistently in place.</li> <li>• The teaching and learning document is embedded and ensures consistency of teaching and learning.</li> <li>• Staff have the skills and knowledge to meet the individual needs of ALL the pupils in their class.</li> <li>• Improved outcomes for ALL pupils in reading, writing and maths. The disadvantaged gap is closing.</li> </ul>
<p>2. Middle leaders are able to confidently and effectively monitor and lead their subjects by identifying strengths and areas for development, take necessary action to ensure high quality provision and evaluate the impact.</p>	<ul style="list-style-type: none"> <li>• Training for subject leader ensures successful quality assurance is completed, necessary action is taken and evaluated for impact, and quality first teaching is evident in all classes.</li> <li>• A structured quality assurance calendar is in place which details deadlines / expectations and consistency in the delivery of the curriculum.</li> <li>• Support plans are put in place where necessary (mentoring / coaching).</li> </ul>
<p>3. Systems of assessment are in place which effectively and accurately assess and monitor attainment and progress of pupils.</p>	<ul style="list-style-type: none"> <li>• Insight is used effectively by all staff to monitor attainment of pupils including vulnerable groups.</li> <li>• KPIs / PIVATs are used to accurately assess attainment and track progress of pupils.</li> <li>• Summative assessment is used effectively to inform teaching, and an effective assessment timetable is in place.</li> <li>• Termly pupil progress meetings take place with subject leaders / class teachers to ensure accountability.</li> <li>• Termly data tracking is in place to ensure that attainment and progress of PP pupils is monitored, analysed and necessary action is taken.</li> <li>• Reading is monitored daily. Reading at home is encouraged and incentives given.</li> <li>• PP profiles are completed termly by class teachers and challenges at home are discussed with parents.</li> <li>• An effective feedback policy is embedded which results in pupil progress through high quality teacher feedback (written and verbal) which is used by pupils to move their learning on.</li> </ul>

<b>Targeted academic support:</b>	
4. Pupils who are identified as having below age related expectations in language skills receive targeted support to ensure that language skills are age appropriate on completion of the EYFS.	<ul style="list-style-type: none"> <li>• Staff in Reception class assess, identify and provide targeted language intervention for pupils working below age expectations using the NELI programme or Time to Talk intervention.</li> <li>• Staff are trained to deliver the intervention accurately as intended.</li> <li>• The learning environment supports communication and language acquisition.</li> <li>• 50% of Reception pupils who are PP achieved age related expectations with Communication and Language (21-22). An increase from 100%.</li> </ul>
5. PP pupils who also have special educational needs are making progress through the provision of personalised learning.	<ul style="list-style-type: none"> <li>• In addition to quality first teaching some pupils will require more personalised learning plans. These are used to ensure reasonable judgements are made within the classroom, or personalised targets are set.</li> <li>• PIVATS is used to plan, track and monitor pupil progress.</li> <li>• KPIs are used to accurately assess attainment and progress.</li> <li>• Impact of intervention is monitored and adjusted in light of findings.</li> </ul>
6. Effective use of small group intervention sessions address gaps in skills and knowledge.	Intervention is implemented to support the progress of pupils who are not making expected progress.
<b>Wider Strategies</b>	
7. PP pupils have good attendance rates which are in line with Non-PP pupils. PP pupils have attendance rates which meet the school target of 96%.	<ul style="list-style-type: none"> <li>• Attendance is monitored weekly.</li> <li>• The school use the support and guidance of the Education Welfare Officer.</li> <li>• Attendance rewards are given during weekly celebration worship.</li> <li>• The profile of attendance is raised by appearing on half-termly newsletters.</li> <li>• Parents are aware of the attendance and absence policy to ensure that families are aware of the impact of absence and school expectations.</li> <li>• Parents are aware of SATs dates to avoid potential absence.</li> <li>• Inset days are in line with the secondary school to avoid potential absence.</li> <li>• Rewards afternoons are held on the days where absence is likely to be higher (end of terms / half terms).</li> <li>• Support is offered for any families struggling with attendance: places in before / after school club, transport, referrals to outside agencies (Level 2: Family Action / Level 3: Early Help / SEN and Inclusion Hub / CAMHS).</li> </ul>

<p>8. Pupils at St. John's feel safe. Pupils are happy and have good wellbeing and have strategies to deal occasions of dissatisfaction / discontent.</p>	<ul style="list-style-type: none"> <li>• Pupils who are unhappy can self-refer for support via their classrooms / wellbeing area (for pastoral support).</li> <li>• Effective Pastoral Support is having a positive impact on the wellbeing of pupils.</li> <li>• Safeguarding and wellbeing audits are completed twice a year to monitor pupil wellbeing and safety. Pupils' wellbeing is improving over time. Number of worry records reduces to 0 for PP children.</li> <li>• Wellbeing and safeguarding events are completed eg World Mental Health Day / Online Safety Day / Wellbeing.</li> <li>• Mental Health &amp; wellbeing CPD is given to all relevant staff and pupils (Mental Health Champions / ACES refresh) to empower them to promote and support pupils.</li> <li>• Establish a Mental Health &amp; Wellbeing working group who meet half termly to discuss &amp; implement ways to develop wellbeing throughout the school.</li> </ul>
<p>9. Children, especially those eligible for Pupil Premium have increased access to financial support and enrichment learning opportunities and gain wider life experiences.</p>	<ul style="list-style-type: none"> <li>• Pupils eligible for Pupil Premium are proportionately represented at school council, with school responsibilities, school sport and extra-curricular activities.</li> <li>• Pupils eligible for Pupil Premium are proportionately represented with regard to rewards and behaviour monitoring.</li> <li>• Eligibility for Pupil Premium is not a barrier for learning instruments, broadening life experiences through school trips, attendance to wrap around care and uniform.</li> <li>• Parent engagement with school is good.</li> </ul>

## 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: £ 24,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (including SEND). Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1,2,3,4,5  £500 (termly NFER tests for Reading and Maths)  £1,000 (release time)</p>

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>A quality Phonics programme can have up to 5 months gains in progress,</p> <p>Training and subscriptions  Books to match the phonic scheme</p>	<p>1,2,6</p> <p>£2,700  £3,000</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1,2,6</p> <p>£800 (release time)</p>
<p>Invest in training for all staff to ensure quality first teaching is consistently delivered across the whole school</p>	<p>Metacognition and self-regulation can have up to 7 months gains in progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1,2</p> <p>Staff meeting time</p>
<p>Training in quality feedback</p> <p>Marking, feedback and dialogue policy principles and practice in place</p>	<p>Quality feedback can have up to 6 months progress gains.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,2,3</p> <p>Subject leader release time  £2,000</p>
<p>Training in subject leadership</p> <p>Improve subject leadership knowledge to ensure the curriculum plan is clear and being implemented consistently.</p>	<p>All pupils are entitled to a broad and balanced curriculum.</p> <p>A broad and balanced curriculum is in place for all pupils. Subject leaders are able to hold staff to account for the curriculum implementation.</p>	<p>1,2</p> <p>£10,000 release time  £855 subject leadership meetings</p>

<p>Carry out curriculum review of English to ensure Reading is clearly planned to develop Reading fluency. English lead to work with English specialist (training).</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Investing in Reading comprehension strategies can have a 6 month gain.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Literacy Trust training</p>	<p>1,2,3,6</p> <p>£4,100 (£2,900 of this is recovery funded)</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train staff in completing the NELI programme and delivering to targeted pupils (EYFS).</p> <p>Redesign learning environment to ensure is communication friendly (EYFS)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4,6</p> <p>£400 to attend training £200 to cover training release time</p> <p>Delivery of the programme £1920</p>
<p>Purchase of standardised SEND diagnostic assessments</p>	<p>Standardised Testing (EEF) Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <ul style="list-style-type: none"> <li>• Nessy Quest Dyslexia Screen / Nessy Reading and Spelling Programme.</li> <li>• Salford Sentence Reading and Comprehension Assessment.</li> </ul>	<p>3,5,6</p> <p>Nessy (£385)</p>
<p>Educational Psychologist support to be deployed for PP and SEND pupils</p>	<p>Teaching and learning is targeted at personal pupil need for pupils with SEND and PP.</p>	<p>5,6,8</p> <p>£1,200</p>



To invest in professional development for teaching assistants to deliver structured interventions.	EEF: Teaching assistants can provide a large positive impact on learner outcomes if they are deployed and trained effectively.  Precision Teaching ELSA (Emotional Literacy Support Assistants).	6,8
Implement positive reward system in line with the behaviour policy.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> – Dojo shop, certificates, star of the week – rewards afternoon – half termly	8,9 £1,155

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

Budgeted cost: £ 6,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for PP pupils to attend Outdoor Adventurous Residential Trip Access to Before and After School Club	To ensure finances are not a barrier to pupils accessing a wider curriculum.	9 £1000 £1,140
Social and Emotional Health support: <ul style="list-style-type: none"> <li>• Pastoral Support.</li> <li>• ELSA (Emotional Literacy Support Assistants)</li> <li>• Worry boxes.</li> <li>• Support from the Cedars Outreach Team</li> </ul>	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).	5,8 £2,880 £1,200 £600
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Education Welfare Officer support purchased through Staffordshire	7  £250

**Total budgeted cost: £37,285**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Quality first teaching and rigorous subject leadership needs to be embedded consistently throughout the school to ensure that all pupils have access to an ambitious, broad and balanced curriculum, and extracurricular activities which enables all learners to make expected progress. The responsibility for monitoring and enabling all pupils having access to all opportunities throughout their school journey at John's lies with all staff.

#### **2021-2022 Attainment:**

46% of pupils eligible for Pupil Premium (PP) met the expected standard or above in reading compared to 77% of non PP pupils.

32% of pupils eligible for PP met the expected standard or above in writing compared to 59% of non PP pupils.

50% of pupils eligible for PP met the expected standard or above in maths compared to 80% of non PP pupils.

\*32% of PP pupils also have special educational needs compared to 15% of the whole school.

#### **2021-2022 Attendance:**

Attendance of PP pupils for this academic year was 86.95% compared to 91.33% for 2020-2021, and 93.01% for non PP pupils.

Persistent absence for PP pupils was 50% compared to 45.45% for 2020-2021, and 21.18% for non PP pupils.

#### **2021-2022 Wellbeing:**

Our assessments and observations continue to indicate that pupil wellbeing and mental health remain significantly high priority amongst our PP children, especially for children who had potentially experienced early trauma. Pastoral support was accessed regularly with referrals made for more targeted support. More detailed monitoring will take place over the 2022-2023 academic year to ensure that wellbeing for PP pupils is priority.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The allocation of service pupil premium helped to fund the provision of pastoral support at St. John's. Pastoral support is accessible through staff, parent and pupil self-referral and can be accessed for as long as pupils require – with future check ins to ensure that pupils are still on track.
What was the impact of that spending on service pupil premium eligible pupils?	100% of pupils eligible for service pupil premium accessed pastoral support over the 2021-2022 academic year for a variety of reasons.