



# St. John's CE Primary School Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	27 (15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Termly / December 2024
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	£34,475
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2755
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£37,230

# 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 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. 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. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### ***Our aims:***

1. To close the gap between Pupil Premium attainment and Non-Pupil Premium attainment through the development and provision of consistent high quality teaching, effective subject leadership, use of robust assessment systems, and mentoring and coaching for staff.  
*Professional development to implement the provision of a DfE validated systematic synthetic phonics programme (Phonics Bug); professional development to implement the provision of the Mastering Number programme; Professional development to ensure the provision of high quality teaching in line with Rosenshine's Principles of Instruction.*
2. To close the gap between Pupil Premium attainment and Non-Pupil Premium attainment through the provision of targeted assessment and academic support to support language development, literacy and numeracy; to support the specific needs of disadvantaged pupils with SEND; to effectively deploy teaching assistants to support high quality teaching or deliver intervention.

*Targeted support to include:*

- *Language development: NELI (Nuffield Early Language Intervention), Time to Talk and Socially Speaking Intervention.*
- *Reading development: Phonics Bug, EPATT (Educational Psychology Literacy Approach).*
- *Implementation of advice from specialist agencies eg Cedars Outreach Team, Special Educational Needs Inclusion Support, Behaviour Support Team.*

3. To close the gap between Pupil Premium attainment and Non-Pupil Premium attainment by ensuring equality of / access to opportunities: to meet pupils' social, emotional and behavioural needs; support pupils and their families to safeguard good attendance; and support pupils and their families to ensure access to extra-curricular activities.

*Provision of Pastoral Support, ELSA (Emotional Literacy Support Assistant) and Lego Therapy, access support of the Behaviour Support Team, SEND and Inclusion Hub, and relevant outside agencies eg Cedars Outreach Team; attendance monitoring and support (SLT working with families, utilising the support of the Education Welfare Team, offering places at Breakfast and After School Club); providing financial support for extra-curricular opportunities eg music lessons.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Communication and Interaction</b> Underdeveloped oral language and social language skills are evident among our youngest disadvantaged pupils. These are evident from Reception, KS1 and Year 3 and in general, are more prevalent among our disadvantaged pupils than their peers. It is evident from pupil and staff surveys / observation that some pupils are not able to articulate key ideas and vocabulary from the curriculum.
2	<b>Reading</b> Assessments and observations suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Reception: 67% of disadvantaged pupils achieve age-related expectations compared to 87% of other pupils. This gap narrows but whole school internal data analysis illustrates a gap of 12 % points at the end of the 22-23 academic year.

3	<p><b>Writing</b></p> <p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils for the 22-23 academic year (7 % points).</p>
4	<p><b>Maths</b></p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils for the 22-23 academic year in certain year groups.</p>
5	<p><b>Wellbeing</b></p> <p>Our assessments (including wellbeing surveys), observations and discussions with pupils, staff and families have identified social and emotional issues for many pupils due to: social interaction, family circumstances, lack of enrichment opportunities, poor emotional resilience.</p>
6	<p><b>Attendance</b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 6% lower than for non-disadvantaged pupils.</p> <p>In 2022-2023, 20% of disadvantaged pupils were 'persistently absent' compared to 6.3% of their peers during that period.</p> <p>In 2021-2022, 50% of disadvantaged pupils were 'persistently absent' compared to 21.2% of their peers during that period.</p> <p>In 2020-2021, 45.5% of disadvantaged pupils were 'persistently absent' compared to 6.0% of their peers during that period.</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	Success criteria
1. Improved oral language, vocabulary and social skills.	<p>Assessments and observations indicate improved oral language and social skills among disadvantaged pupils through implementation of school / external agency intervention.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessment.</p> <p>Pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>
2 Improved reading attainment for disadvantaged pupils.	<p>Reading outcomes in 23-26 for disadvantaged pupils are in line with their non-disadvantaged peers.</p> <p>Reading outcomes for disadvantaged pupils are in line / above national outcomes.</p>
3 Improved writing attainment for	<p>Writing outcomes in 23-26 for disadvantaged pupils are in line with their non-disadvantaged peers.</p>

disadvantaged pupils.	Writing outcomes for disadvantaged pupils are in line / above national outcomes.
4 Improved maths attainment for disadvantaged pupils.	<p>Maths outcomes in 23-26 for disadvantaged pupils are in line with their non-disadvantaged peers.</p> <p>Maths outcomes for disadvantaged pupils are in line / above national outcomes.</p>
5 To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<p>Pupil, parent and staff voice / intervention evaluation illustrates that pupils have improved / good levels of wellbeing.</p> <p>Disadvantaged pupils are at least equally represented in enrichment activities / opportunities.</p>
6 To achieve improved / good attendance for all pupils particularly disadvantaged pupils.	<p>The attendance of disadvantaged pupils has improved from 92.65%.</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils has decreased (92.65% v 95.78% / 3.13% difference).</p> <p>The percentage of disadvantaged pupils who are persistently absent has decreased from 20.0%.</p> <p>The percentage of disadvantaged pupils who are persistently absent is more inline with non-disadvantaged pupils (20% v 6.33% / 13.67% difference).</p>

## 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: £15,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. (NFER / YARC / Salford Reading Assessment / Speech and Language Progression Tools and Staged Pathway Toolkit).</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Training for subject leaders to ensure high quality teaching is in place in all year groups.</p>		
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time (Rosenshine's Principles of Instruction / Principles of Retrieval Practice / Implementation of the EEF SHREC Model).</p>	<p>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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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 – Implementation of the Mastering Number Programme in Early Years / Key Stage 1).</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="#">Mathematics guidance: key stages 1 and 2</a> 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>4</p>

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

Budgeted cost: £18,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement training / intervention to improve listening, social and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Time to Talk / Socially Speaking / NELI / Lego Therapy).</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="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Implement training / intervention to improve reading fluency for those pupils identified as having poor reading fluency. (Additional Phonics sessions / EPATT).</p>	<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><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>After a period of teaching, some children may demonstrate difficulty in learning to read, write and spell. If difficulties persist, this can lead to considerable distress and, in some cases, result in academic disengagement. It is important that delays are identified and addressed as soon as possible. Early identification and intervention for literacy difficulties with young children have to date been shown to be more effective than interventions for older children (Denton &amp; Vaughn, 2010).</p>	2



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

Budgeted cost: £18,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning through the implementation of Pastoral Support / Lego Therapy / ELSA sessions.</p> <p>Ensure that disadvantaged pupils are at least equally represented in enrichment activities / opportunities.</p>	<p>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):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	5
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<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>	All

**Total budgeted cost: £34,470**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils at St. John's tend to achieve results which are above national standards (with the exception of KS1 writing and maths for the 22-23 academic year).

However; an attainment gap is evident at school level between disadvantaged pupils and their non-disadvantaged peers, although this gap narrowed for writing and maths over the 22-23 academic year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils remain over represented with behaviour incidents, and with a requirement for wellbeing, speech and language and social skill support.

Based on all the information above, the performance of our disadvantaged pupils:

- Exceeded expectations with regard to narrowing the attainment gap in writing and maths.
- Met our expectations with regard to representation of disadvantaged pupils' participation in extra-curricular / enrichment activities.
- Exceeded expectations with regard to a reduction in persistent absence.
- Did not meet our expectations with regard to the attainment gap with reading.
- Did not meet our expectations with regard to the representation of disadvantaged pupils with behaviour incidents.

We are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that St. John's would highlight the following as being particularly effective:

- Implementation of a DfE approved phonics scheme.
- Implementation and embedding of a progressive, ambitious, broad and balanced curriculum.
- Improvements to the Early Years environment and curriculum particularly with a focus on developing early language skills.
- Positive impact seen from intervention (Phonics / Nesy Reading / Lego Therapy / Pastoral Support).

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Continuing to refine and embed more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- St. John's has utilised a DfE grant to train a senior mental health lead to support pupil wellbeing and support more effective collaboration with parents. For the 23-24 academic year, the mental health lead will participate in further training to further support disadvantaged pupils (particularly those who may have experienced early trauma / attachment difficulties): Chester University Postgraduate "Attachment, Trauma and Mental Health Professional Development Training Module".
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Participation in the RADY project (Raising the Attainment of Disadvantaged Youngsters) through Staffordshire Virtual School and Challenging Education. This will ensure high aspirations for all disadvantaged pupils especially for those pupils who have lower starting points.