



St. John's CE Primary School Pupil Premium Strategy Statement 2023-2026

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	23-24: 180 24-25: 182 25-26:
Proportion (%) of pupil premium eligible pupils	23-24: 27 (15%) 24-25: 26 (14.3%) 25-26:
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 - 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Sarah Stone
Pupil premium lead	Mrs Sarah Stone
Governor / Trustee lead	Mrs Lisa Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23-24: £34,475 24-25: £39,490
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£39,490

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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 provision of consistent high quality teaching, effective subject leadership, use of robust assessment systems, and mentoring and coaching for staff.
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.
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.

Challenges

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

	Detail of challenge
1	<p>Communication and Interaction</p> <p>Underdeveloped oral language and social language skills are evident among our youngest disadvantaged pupils.</p> <p>It is evident from pupil and staff surveys / observation that some pupils are not able to articulate key ideas and vocabulary from the curriculum.</p>
2	<p>Reading</p> <p>Assessments and observations suggest that some disadvantaged pupils generally have greater difficulties with achieving expected standards in reading than their peers.</p>
3	<p>Writing</p> <p>Assessments and observations suggest that some disadvantaged pupils generally have greater difficulties with achieving expected standards in writing than their peers.</p>
4	<p>Maths</p> <p>Internal and external assessments indicate that math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils for the 22-23 academic year in some year groups.</p>
5	<p>Wellbeing</p> <p>Our assessments (including wellbeing surveys), observations and discussions with pupils, staff and families have identified social and emotional issues for some disadvantaged pupils.</p>
6	<p>Attendance</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>

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.	Assessments and observations indicate improved oral language and social skills among disadvantaged pupils through implementation of school / external agency intervention.

	<p>Pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Progress is evidenced with pre and post intervention data (NELI / Socially Speaking / Time to Talk).</p> <p>Progress is evidenced with assessment eg Progression Tools.</p>
2 Improved reading attainment for disadvantaged pupils.	<ul style="list-style-type: none"> • Reading outcomes in 23-26 for disadvantaged pupils are in line with their non-disadvantaged peers. • Reading outcomes for disadvantaged pupils are in line / above national outcomes.
3 Improved writing attainment for disadvantaged pupils.	<ul style="list-style-type: none"> • Writing outcomes in 23-26 for disadvantaged pupils are in line with their non-disadvantaged peers. • Writing outcomes for disadvantaged pupils are in line / above national outcomes.
4 Improved maths attainment for disadvantaged pupils.	<ul style="list-style-type: none"> • Maths outcomes in 23-26 for disadvantaged pupils are in line with their non-disadvantaged peers. • Maths outcomes for disadvantaged pupils are in line / above national outcomes.
5 To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Pupil, parent and staff voice / intervention evaluation illustrates that pupils have improved / good levels of wellbeing. • Disadvantaged pupils are at least equally represented in enrichment activities / opportunities.
6 To achieve improved / good attendance for all pupils particularly disadvantaged pupils.	<p>The attendance of disadvantaged pupils has improved.</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils has decreased.</p> <p>The percentage of disadvantaged pupils who are persistently absent has decreased.</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: £15,620

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: Diagnostic assessment EEF</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: Oral language interventions Teaching and Learning Toolkit EEF</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 / lesson observations – Implementation of the Mastering Number Programme in Early Years / Key Stage 1 / Key Stage 2).</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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>4</p>

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

Budgeted cost: £10,030

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>Oral language interventions Teaching and Learning Toolkit EEF</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>Phonics Teaching and Learning Toolkit EEF</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 & Vaughn, 2010).</p>	2

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

Budgeted cost: £13,810

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>Improving Social and Emotional Learning in Primary Schools EEF</p>	5
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</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: £39,460

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 demonstrates that collectively (across Years 1-6) disadvantaged pupils achieve results which are in line or above their non-disadvantaged peers.

Percentage of pupils in Years 1-6 achieving the expected standard (disadvantage pupils compared to non-disadvantaged 2023-2024):

% of Pupils achieving:	Reading	Writing	Maths	RWM
Expected Standard or above PP Pupils.	77%	65%	85%	65%
Expected Standard or above Non-PP Pupils.	78%	55%	74%	52%
Above the Expected Standard PP Pupils	35%	0%	15%	0%
Above the Expected Standard Non-PP Pupils	16%	0%	13%	0%

**Note that Disadvantaged pupils leaving the Early Years did not perform in line with their peers and an attainment gap exists.*

However, attainment varies across year groups: it is not the case that disadvantaged pupils are performing in line or above in all year groups and attainment gaps are evident. Aspirational targets have been set for disadvantaged pupils, and this has been shared with staff.

Targeted Academic Support:

Targeted support to further progress in language development, reading and writing was delivered over the year which benefitted many of our disadvantaged pupils. Pre and post intervention data evidenced good progress.

Wider targeted strategies (attendance, behaviour and well-being):

Attendance:

- *The attendance of disadvantaged pupils improved over the year compared to 2022-2023 from 92.6% to 93.4%.*
- *The attendance gap between disadvantaged pupils and non-disadvantaged has decreased further to 2.6% (93.4% compared to 96%).*
- The number of disadvantaged pupils who are persistently absent remains higher than non-disadvantaged pupils.

Behaviour:

Behaviour monitoring shows that, at times, disadvantaged pupils were over represented, but this is not consistent.

Support was sought and intervention put in place swiftly.

Pupil Premium funding was used to secure access / support from outside agencies which resulted in improvements to behaviour.

Well-being:

Over half of disadvantaged pupils accessed well-being support over the 23-24 academic year (Pastoral Support / ELSA / Lego Therapy), with positive results being observed in all cases.

Extra-curricular access:

Pupil Premium funding was used to enable pupils to access extra-curricular music lessons, uniform, transport, attendance at outdoor education centres and Before / After school club.

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.
- Positive impact seen from intervention.
- Positive impact seen from emotional wellbeing support (Pastoral Support / ELSA).

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. The mental health lead has completed 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 supported and encouraged 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.