

# 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 Pupil Premium pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for Pupil Premium pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	23-24: 180 24-25: 182 25-26: 187
Proportion (%) of pupil premium eligible pupils	23-24: 15% 24-25: 14% 25-26: 18%
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	July 2026
Statement authorised by	S Stone
Pupil premium lead	S Stone
Governor / Trustee lead	J Eccles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23-24: £34,475 24-25: £39,490 25-26: £43,093
Recovery premium funding allocation this academic year	£0
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>	£43,093

# 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 across all subject areas. The focus of our pupil premium strategy is to support Pupil Premium pupils to achieve that goal, including progress for those who are already high attainers.

We also recognise the challenges that vulnerable pupils may face, such as those who have a social worker, and aim to support their needs regardless of whether they are Pupil Premium or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which Pupil Premium 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-Pupil Premium pupils in our school.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified.
- ensure a whole school approach where all staff take responsibility for vulnerable and Pupil Premium pupils' outcomes and raise expectations of what they can achieve.

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

1. To ensure progress through the provision of consistent high quality teaching, effective subject leadership, use of robust assessment systems, and mentoring and coaching for staff.
2. Make use of targeted assessment and intervention to support language development, literacy and numeracy; to support the specific needs of Pupil Premium 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 ensure 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 Pupil Premium pupils.

	Detail of challenge
1	<p><b>Communication and Interaction</b></p> <p>Underdeveloped oral language and social language skills are evident among our youngest Pupil Premium 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><b>Reading</b></p> <p>Assessments and observations suggest that some Pupil Premium pupils generally have greater difficulties with achieving expected standards in reading than their peers.</p>
3	<p><b>Writing</b></p> <p>Assessments and observations suggest that some Pupil Premium pupils generally have greater difficulties with achieving expected standards in writing than their peers.</p>
4	<p><b>Maths</b></p> <p>Internal and external assessments indicate that math's attainment among Pupil Premium pupils is below that of non-Pupil Premium pupils for the 22-23 academic year in some 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 challenges for some Pupil Premium pupils. This means that some children are not emotionally ready to learn which will impact their progress and attainment.</p>
6	<p><b>Attendance</b></p> <p>Our attendance data over the last 3 years indicates that attendance among Pupil Premium pupils has been between 3 - 6% lower than for non-Pupil Premium pupils.</p>
7	<p><b>Pupil Premium and Special Educational Needs</b></p> <p>39% of PP pupils have special educational needs and require a higher level of support.</p>
8	<p><b>Ensuring an equitable approach with access to the curriculum and extra-curricular activities</b></p> <p>Not all children have equal access to the curriculum and extra-curricular activities.</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 Pupil Premium pupils through implementation of school / external agency intervention. Pupils to articulate key ideas, consolidate understanding and extend vocabulary. Progress is evidenced with pre and post intervention data and formal assessments.
2 Progress in Reading for Pupil Premium pupils.	<ul style="list-style-type: none"> <li>Reading outcomes for Pupil Premium pupils show at least expected progress.</li> <li>Assessment illustrates that Pupil Premium pupils with special educational needs are making progress.</li> </ul>
3 Progress in Writing for Pupil Premium pupils.	<ul style="list-style-type: none"> <li>Writing outcomes for Pupil Premium pupils show at least expected progress.</li> <li>Assessment illustrates that Pupil Premium pupils with special educational needs are making progress.</li> </ul>
4 Progress in Maths for Pupil Premium pupils.	<ul style="list-style-type: none"> <li>Maths outcomes for Pupil Premium pupils show at least expected progress.</li> <li>Assessment illustrates that Pupil Premium pupils with special educational needs are making progress.</li> </ul>
5 To achieve and sustain improved wellbeing for all pupils, particularly our Pupil Premium pupils.	<ul style="list-style-type: none"> <li>Pupil, parent and staff voice, intervention evaluation and formal assessment illustrates that pupils have improved or good levels of wellbeing.</li> </ul>
6 To achieve improved / good attendance for all pupils particularly Pupil Premium pupils.	<p>The attendance of Pupil Premium pupils who are below the school target improves.</p> <p>The attendance gap between Pupil Premium and non-Pupil Premium pupils decreases.</p> <p>The percentage of Pupil Premium pupils who are persistently absent has decreased.</p>
7 Pupils with special educational needs are making progress.	Pupil Premium pupils who have more complex special educational needs are making progress in smaller steps evidenced by PIVATS (Performance Indicators for Valued Assessment and Target Setting) or other formal assessments.
8 Ensure that Pupil Premium pupils are not at any disadvantage in school.	Pupil Premium pupils are supported financially to ensure full access to the curriculum and extra-curricular activities, and are equally represented.

## 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: £20,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (NFER / YARC / Salford Reading Assessment / Speech and Language Progression Tools and Staged Pathway Toolkit).	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>	1 2 3 4 5 7
Training for subject leaders to ensure high quality teaching is in place in all year groups.	<a href="#">Effective Professional Development (EEF)</a>	2 3 4 7
One to one and small group support for pupils in need of additional support.	<a href="#">Deployment of Teaching Assistants (EEF)</a>	2 3 4 7
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).	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>	4

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

Budgeted cost: £10,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions to be delivered in EYFS, KS1 and KS2. (Time to Talk / Socially Speaking / NELI / Lego Therapy).	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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1
Implement training / intervention to improve reading fluency for those pupils identified as having poor reading fluency. (Additional Phonics sessions / EPATT reading).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2

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

Budgeted cost: £11,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social, emotional mental health through the implementation of Pastoral Support / Lego Therapy / ELSA sessions / pupil surveys (including worry box monitoring)	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): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	5
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>  This will involve training and release time for staff to develop and implement	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Supporting School Attendance (EEF)</a>	6

new procedures and appointing attendance/support officers to improve attendance.		
Financial support to remove any barriers relating to accessing the curriculum or extra-curricular activities.		8

**Total budgeted cost: £43,093**

## Part B: Review of the previous academic year

### Outcomes for Pupil Premium pupils

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

National figures for Pupil Premium are in excess of 25% so the smaller percentage at St. John's needs to be considered when making comparisons statistically. Pupil progress, therefore, is tracked on an individual basis: staff are aware of which pupils are eligible for Pupil Premium, the challenges and barriers this can create and what strategies can be implemented that provide support and help to remove those barriers.

Attainment varies across year groups: Pupil Premium pupils are performing in line or above their peers in literacy and maths in some year groups, however attainment is below in other year groups.

Having completed the RADY (Raising Attainment of Disadvantaged Youngsters) pathway, staff are aware to set aspirational targets for Pupil Premium pupils from the start of their educational journey.

#### **Targeted Academic Support:**

- 1) A number of language development interventions were delivered across the school. Pre and post assessment showed positive impact.
- 2) 80% of pupils who received targeted phonics intervention achieved the expected standard in the Year 1 phonics screen and all pupils made progress.
- 3) Specialised assessments for pupils who receive a higher level of additional adult support show that Pupil Premium pupils who have special educational needs are making progress albeit in smaller steps.

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

##### **Attendance:**

The attendance of Pupil Premium families was in line with national comparisons, however this remained below the school average. Where improvements were not seen, referrals were made for further support to outside agencies.

##### **Well-being:**

41% of Pupil Premium pupils accessed well-being support over the 24-25 academic year (Pastoral Support / ELSA / Lego Therapy), with positive results being observed in all cases, and further referrals being made where necessary. Use of wellbeing surveys and class worry boxes ensured that pupils felt happy and safe, and support was successfully put in place where this was not the case.

##### **Extra-curricular access:**

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



## 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 Pupil Premium 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 Pupil Premium 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. Pupil Premium pupils will be supported and encouraged to participate.
- Participation in the RADY project (Raising the Attainment of Pupil Premium Youngsters) through Staffordshire Virtual School and Challenging Education. This will ensure high aspirations for all Pupil Premium pupils especially for those pupils who have lower starting points.