

Pupil premium strategy statement – St John’s C of E Primary School and Nursery

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: Year 3 of 3 2024-2025

Detail	Data
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Roger Averis Headteacher
Pupil premium lead	Kathryn Astell Assistant Headteacher
Governor / Trustee lead	John Rosie Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,527
Estimated funding for summer term 2025	£36,179.00
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£38,753.47
Total budget for this academic year <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>	£135,459.47

Part A: Pupil premium strategy plan

- **Statement of intent**

At St John's C of E Primary School and Nursery, we intend for all pupils to make good progress and achieve high attainment in all subject areas regardless of their background or the challenges they face. We believe that through high quality teaching, all pupils can achieve their full potential, and this will be the main focus of our approach. We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise the expectations of what they can achieve.

Our aims are to:

Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.

Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Allow all pupils a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge
1	Families of disadvantaged children engage less in school life than non-disadvantaged children. Teachers report that disadvantaged children read less often at home than non-disadvantaged children and the number of children who do not engage in homework tasks is greater amongst disadvantaged than non-disadvantaged children.
2	Assessments and observations show that disadvantaged children underachieve when compared to non-disadvantaged children in phonics and reading which impacts on their ability to fully access the curriculum. 2021-22 Phonics data highlights a gap between success in phonics screening of disadvantaged and non-disadvantaged pupils. 50% of disadvantaged children did not achieve the expected standard at the end of Year 1 compared to 29% of non-disadvantaged children The average points scored in the screening were lower for disadvantaged children at 26 points compared to 32.6 for non-disadvantaged children. In 2022-23 there was an improvement, with 57% of pupil premium children achieving the standard in Year 1, however the gap between pupil premium and non-pupil premium children passing the screening was slightly bigger at 24%. Our reading data shows a gap of 37% in reading outcomes at the end of academic year 2021-22 between disadvantaged and non-disadvantaged children. 44% of disadvantaged children were working at or above the expected standard compared to 81% of non-disadvantaged children. In July 2023 the gap in reading outcomes between disadvantaged and non-disadvantaged remains at 37%. 42% of Pupil Premium children were secure and above in reading compared to 79% non-pupil premium children.
3.	Assessments and observations show that disadvantaged children under achieve when compared to non-disadvantaged children in writing. In 2022, our writing data showed a gap of 36% between disadvantaged and non-disadvantaged children. 81% of children were secure and above with 60% of non-disadvantaged and 60% of disadvantaged children achieving the expected standard. In 2023 this gap has increased to 43%. 59% of children were secure and above. 67% of non-disadvantaged children were secure and above and 24% of Pupil Premium children were secure and above.
4.	Our behaviour log indicates that 57% of children that have been referred to a senior member of staff for challenging behaviour are disadvantaged and/or on the SEND and/or on Child Protection register. 17% of referrals are for disadvantaged children and 20% of referrals are for

	children on the SEND register. Observations of these pupils indicate that they are demonstrating social and emotional issues which prevent them from self-regulating and developing good relationships with their peers. Many of the incidents occur during unstructured time. These children also find it more difficult to engage with learning.
5.	In academic year 2021-22, attendance for our disadvantaged children was below the national average attendance figures for both authorised and unauthorised absences as well as lower than for non-disadvantaged children. From 5th September to 14th December 2022 our attendance data continues to show a gap in attendance for disadvantaged children compared to non-disadvantaged children. The school attendance average for this period is 96.10% with non-disadvantaged children's attendance at 96.53% and disadvantaged at 94.21% a gap of 2.32%.

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
For families of disadvantaged children to engage positively with school to celebrate their children's achievements, develop their skills in supporting the children at home and to have positive relationships with the staff in school.	Parent/Carers of disadvantaged children continue to attend Working Together Meetings to improve relationship between school and home and to give them strategies to help children with their learning. Parents/Carers of LAC/PLAC attend regular meetings with designated teacher. 2024-25 No further meetings to take place.
More disadvantaged children are successful in achieving the expected standard in phonics at the end of year 1	Introduction of ELS supports opportunities for daily catch up to ensure improved outcomes at the end of Year 1 phonics screening. ELS Phonics Interventions in KS2 for all children who were unsuccessful in the phonics screening by the end of Key Stage 1 and any other children whose assessments show are not secure in their phonic knowledge will catch up on lost learning.

	Catch Up® Literacy intervention improves reading outcomes for the children who participate.
Children to use a wider and more ambitious range of vocabulary and language structures in their writing.	Introduction of Pathways to Write and Pathways to Poetry focus on building a wide and varied vocabulary. Children will include more ambitious vocabulary in their writing in both English lessons and other areas of the curriculum, gaining in confidence to use more tier 2 and 3 vocabulary. Continued writing practise will enable all children to develop stamina for writing and embed essential writing skills.
Greater involvement in opportunities outside of the classroom.	Increased participation in school visits, extra-curricular activities and residential visits for disadvantaged and vulnerable children allowing them to take a full part in school life thus raising their confidence and levels of self-esteem.
For Disadvantaged children's attendance levels to match those of non-disadvantaged children. Less learning missed.	Sustained high attendance by 2024/25 demonstrated by all pupils to have attendance in excess of 95%
To further develop St John's TAF meetings to establish a more robust picture of the needs of the children at our school including disadvantaged, SEND, LAC and PLAC and vulnerable children	St John's TAF meetings share information between Safeguarding Lead (DHT), PP Lead, (AHT) SENDCO and Designated Teacher to ensure that the best support is in place for our most vulnerable children. This will further inform our planning of The Pupil Premium Strategy. Began in September 2022 and were proving very useful. Resignation of HLTA meant cover was not available to continue meetings for the entire year. An alternative way of running these meetings is to be considered for 2023-24.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and vulnerable pupils.	Pupils identified and accessing a 20 minute 1:1 Positive Play session each week in the new Enchanted Room. Assessment against Boxhall Profile will show more positive behaviours and high self-esteem.

Activity in this academic year 2024-25

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: £62,007.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-contact time for leaders to promote strategies to support high quality teaching. Funding for member of SLT to have responsibility for leadership of Pupil Premium and Disadvantaged Funding for a member of LT to have additional non-contact time to work as Designated teacher for Looked After Children.	EEF document 'Putting Evidence to Work: A School's guide to implementation' describes how the leaders in school are key in delivering change. The Implementation Process Diagram details the Explore, Prepare, Deliver and Sustain model. Leaders need additional non-teaching time to ensure that this model is followed. Research suggests that 'School leaders play a central role in improving education practices through high-quality implementation' Rauch and Coe explain that (quality of teaching) is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning.	1,2,3,4,5
CPD for all staff Support for ECT teachers and mentors	The EEF document Effective Professional Development highlights the importance of High Quality Teaching and explains how CPD is vital in achieving this. It states that the quality of teaching is not fixed but can be improved through effective professional development.	1,2,3,4,5

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

Budgeted cost: £39,310.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
27 Hours TLA level 7 to deliver Positive Play Programme.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3, 4
27 Hours TLA Level 7 for targeted academic Support to deliver Catch Up® Literacy Programme	Catch Up® Literacy Programme Evidence shows that Learners (aged 6 - 14) who received Catch Up® Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months. The Reading Age ratio gain* was 2.74 and the Reading Age gain per total hour of intervention was 2.39 months. (Data for 3,134 learners from 27 local authorities, 2010. As reported in 'Early intervention to prevent long-term literacy difficulties: the case of Catch Up® Literacy'.) * A ratio gain of 2 or more is considered 'good impact' (Brooks, 2004)	2, 3
Books to Breakfast/ Homework support	According to the EEF's trial of the Magic Breakfast, it found that providing a free breakfast club had an impact of two additional months' progress on children's outcomes at KS1 and KS2.	2
Subscription to Accelerated Reading Programme and Reading Books for the school library.	DFE Paper "Research Evidence for Reading for pleasure", (May 2012) highlights the importance of reading for pleasure. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	2
Purchase of additional ELS resources for phonics intervention	According to the EEF's Phonics teaching and learning toolkit <i>'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to</i>	

	<i>be due to the explicit nature of the instruction and the intensive support provided.</i> <i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</i>	
Year 6 Booster groups delivered by a qualified teacher for 40 half days	EEF Small Group Tuition Toolkit states that <i>'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</i> <i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.'</i>	

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

Budgeted cost: £32,050.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of Enchanted Room for Positive Play and purchase of new resources and Development of intervention room. Sensory room to be created for pupils to go to if they need a calm space.	EEF document Effective Use of TA's, recommendations 5 & 6 offer guidance on the use of TAs to deliver interventions. With the development of the school building, we are now able to develop an intervention space where children will be able to access resources and work in a quiet environment and an Enchanted Room where 1:1 Positive Play sessions can take place in line with the recommendations for the successful delivery of the programme. After two years of bought in support from the Positive Play Team we are now confident to deliver the programme. The support package did include the loan of resources. Additional resources may therefore need to be purchased to supplement our current stock.	2,3,4
Food for Books at Breakfast and Study Group Milk for FSM children	Research has proven that children are more likely to learn effectively when they have had a healthy breakfast.	2,3,4
Subsidised contributions for FSM children on educational visits	Provide wider opportunities outside of school to develop a greater cultural capital for disadvantaged children.	1,2,3,4,5

Total budgeted cost: £156046

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below reflects our attainment for 2023-24 KS2. This is based on statutory assessments.

In Year 6 for 2023-24 15 out of 66 pupils were disadvantaged this was 23% of the cohort.

RWM Expected Standard

33.3% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **5 pupils** out of 15.

This is **33.6%** lower than the **national Non-Disadvantaged** cohort at **66.9%**.

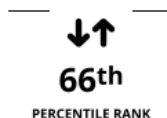
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 0.6%** from -33.0% in 2022/23, to -33.6% in 2023/24.

Your Disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **remained the same** from 33.3% in 2022/23, to 33.3% in 2023/24.

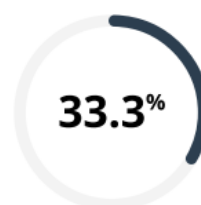
The Disadvantaged pupil(s) in your school are in **percentile 66** for **Reading, Writing & Maths Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-33.6%
National: Disadvantaged	-12.0%
School: Non-Disadvantaged	-49.1%



SCHOOL: VALUE



Reading Expected Standard

40.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, **6 pupils** out of 15.

This is **39.3%** lower than the **national Non-Disadvantaged** cohort at **79.3%**.

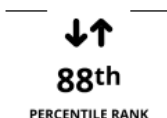
Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **decreased by 7.7%** from -31.6% in 2022/23, to -39.3% in 2023/24.

Your Disadvantaged cohort's **Reading Expected Standard** has **decreased by 6.7%** from 46.7% in 2022/23, to 40.0% in 2023/24.

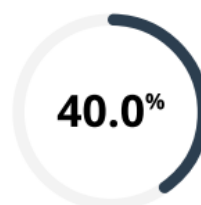
The Disadvantaged pupil(s) in your school are in **percentile 88** for **Reading Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-39.3%
National: Disadvantaged	-22.4%
School: Non-Disadvantaged	-48.2%



SCHOOL: VALUE



Writing Expected Standard

33.3% of your school's Disadvantaged cohort achieved the expected standard in Writing, 5 pupils out of 15.

This is 44.0% lower than the national Non-Disadvantaged cohort at 77.3%.

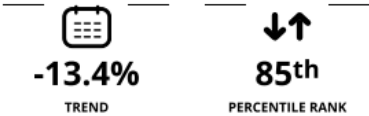
Your school's gap to Non-Disadvantaged pupils nationally has decreased by 13.3% from -30.7% in 2022/23, to -44.0% in 2023/24.

Your Disadvantaged cohort's Writing Expected Standard has decreased by 13.4% from 46.7% in 2022/23, to 33.3% in 2023/24.

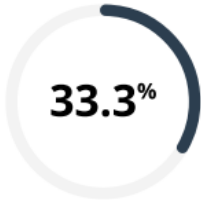
The Disadvantaged pupil(s) in your school are in percentile 85 for Writing Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-44.0%
National: Disadvantaged	-25.1%
School: Non-Disadvantaged	-53.0%



SCHOOL: VALUE



Maths Expected Standard

40.0% of your school's Disadvantaged cohort achieved the expected standard in Maths, 6 pupils out of 15.

This is 39.0% lower than the national Non-Disadvantaged cohort at 79.0%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 19.8% from -19.2% in 2022/23, to -39.0% in 2023/24.

Your Disadvantaged cohort's Maths Expected Standard has decreased by 20.0% from 60.0% in 2022/23, to 40.0% in 2023/24.

The Disadvantaged pupil(s) in your school are in percentile 80 for Maths Expected Standard when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-39.0%
National: Disadvantaged	-19.0%
School: Non-Disadvantaged	-56.1%



SCHOOL: VALUE



KS1 Phonics

In Year 1, 6 pupils are disadvantaged which is 13% of the cohort

Expected Standard (Year 1)

50.0% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, **3 pupils** out of 6.

This is **33.4%** lower than the **national Non-Disadvantaged** cohort at **83.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 1.2%** from -32.2% in 2022/23, to -33.4% in 2023/24.

Your Year 1 Disadvantaged cohort's **Phonics Expected Standard** has **remained the same** from 50.0% in 2022/23, to 50.0% in 2023/24.

The Disadvantaged Year 1 pupil(s) in your school are in **percentile 73** for **Phonics Expected Standard** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-33.4%
National: Disadvantaged	-18.3%
School: Non-Disadvantaged	-37.5%

SCHOOL: VALUE



Year 4 Multiplication Tables Check

Average Point Score

Your school's Disadvantaged cohort of 7 pupils have a **MTC Average Point Score** of **16.3**.

This is **5.0** lower than the **national Non-Disadvantaged** cohort at **21.3**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 0.2** from -5.2 in 2022/23, to -5.0 in 2023/24.

Your Disadvantaged cohort's **MTC Average Point Score** has **increased by 0.7** from 15.6 in 2022/23, to 16.3 in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 74** for **MTC Average Point Score** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-5.0
National: Disadvantaged	-2.5
School: Non-Disadvantaged	-5.9

SCHOOL: VALUE



Scored Full Marks

14.3% of your school's Disadvantaged cohort achieved the full marks in MTC, **1 pupil** out of 7.

This is **22.9%** lower than the **national Non-Disadvantaged** cohort at **37.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 13.4%** from -9.5% in 2022/23, to -22.9% in 2023/24.

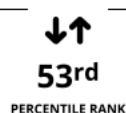
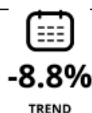
Your Disadvantaged cohort's **MTC Scored Full Marks** has **decreased by 8.8%** from 23.1% in 2022/23, to 14.3% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 53** for **MTC Scored Full Marks** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-22.9%
National: Disadvantaged	-9.9%
School: Non-Disadvantaged	-36.9%

SCHOOL: VALUE



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
TT Rockstars	Maths Circle Ltd
SPAG.com	SPAG.com
Maths.co.uk	Maths.co.uk
Accelerated Reader	Renaissance Learning
White Rose Maths	White Rose Maths
Mathsframe	mathsframe
testbase	testbase
CGP SATs Booster Books	CGP
Positive Play Support Programme	Positive Play Support Programme
Catch Up® Literacy	The Caxton Trust