

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

Detail	Data
Number of pupils in school	418
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 2022
Date on which it will be reviewed	July 2023
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	£114,845
Recovery premium funding allocation this academic year	£10,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£74,267
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>	£199,112

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. Disadvantaged families are less likely to engage in opportunities offered to support the children in their learning for example only 25% (1/4) of disadvantaged families attended the EYFS Phonics and Reading Meeting compared to 38% of non-disadvantaged families (15/39)
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. 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.
3.	Assessments and observations show that disadvantaged children under achieve when compared to non-disadvantaged children in writing. Our writing data shows 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.
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%
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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 attend First 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.
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.
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

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: £76,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Leadership structure of the school. Non-contact time for leaders to promote	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	1,2,3,4,5

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.	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.	
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: £53,810

Increased spending this academic year due to planned interventions that were unable to take place during school years 2019-20 2020-21 due to periods of remote learning and funding for this being carried forward.

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
Purchase of a DfE validated Systematic Synthetic Phonics programme (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF/	2,3
Purchase of decodable Readers that support the ELS approach to teaching phonics and Early	The EEF suggests that 'for young children, promoting shared book reading should be a central component of any parental engagement approach.'	1,2,3

Reading which are to be taken home.		
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

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

Budgeted cost: £46,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Enchanted Room for Positive Play and purchase of new resources and Development of intervention room.	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.	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
Supply costs to release teachers to work with PP families for Working Together Meetings	EEF recommend that school’s plan and monitor their work in parental engagement. Their document ‘Working with Parents to Support Children’s Learning’ identifies many strategies for working with parents. For example - to support parents to create regular routine and encourage good homework habits.	1, 2,3,4,5
Enhanced Playground Provision		4

Playground Leader at lunchtimes	Structured play sessions to support positive behaviour at lunch times.	4
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Total budgeted cost: £177,315 with £25,666 to be considered in Spring 2023 annual review

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 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Data from both formal assessments and teacher assessments suggests that the progress and attainment of our disadvantaged children in 2021/22 was below our expectations. There are significant gaps in attainment and progress between our disadvantaged and non-disadvantaged children in all areas of the curriculum.

Absence among disadvantaged children was 2.32% higher than non-disadvantaged children. Our School Welfare Officer has been able to successfully engage with families to encourage better attendance after a drop as a result of the pandemic. We will continue to work with families to close this gap.

Our observations and assessments demonstrate that pupil behaviour amongst disadvantaged, SEND and or Vulnerable children has been more challenging and we have identified why we think this is the case. We have already made changes to our playground provision at lunch times and will begin more targeted intervention to support pupils with social and emotional difficulties in managing their own behaviour.

We have identified a need to support a group of our children in their social and emotional well-being. Positive Play is being reintroduced after a hiatus due to the pandemic. Pupil Premium funding is being used to fund the development of a bigger, refurbished space and will be available to 46 pupils who are disadvantaged, have SEND, have been identified as vulnerable or have been identified for a different reason. Pupils who access this will be closely monitored and we expect to see an impact on the learning outcomes for these children and a reduction in the number of children being referred to a Senior Teacher for challenging behaviour.

Whilst there is still a significant gap in reading and writing between our disadvantaged and non-disadvantaged children, we believe that the introduction of a new programme to teach writing alongside the implementation of Essential Letters and Sounds, will lead to improvements in outcomes in Reading and Writing over the next three years. We expect to see an improvement in outcomes for our disadvantaged pupils over the next three years and a narrowing of the gap where all of our children attain well and make good or better progress.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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