

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John's C of E Primary School and Nursery
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Roger Averis Headteacher
Pupil premium lead	Kathryn Astell Assistant Headteacher
Governor / Trustee lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,840
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£84,321
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,891

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	Lack of engagement and participation in learning in school and at home
2	Disadvantaged children underachieve when compared to non-disadvantaged across all subject areas. Less disadvantaged children achieve the greater depth standard than their non-disadvantaged peers
3	Underdeveloped oral language skills and limited vocabulary range which create difficulties for writing and reading comprehension
4	Lack of wider opportunities outside of school creating a lack of knowledge and understanding of the world
5	Attendance rates of disadvantaged children lower than non-disadvantaged children

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
Disadvantaged children to be more engaged in lessons	Narrow gap between disadvantaged and non-disadvantaged children. Data
Improved language and vocabulary	Disadvantaged children to have made at least 2 months' progress in language skills after completing NELI programme. Writing assessment shows an increase in use of a wider range of vocabulary
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.	Disadvantaged children's attendance is at the same level as non-disadvantaged. Books show children have accessed learning through good attendance

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: £65369.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Leadership structure of the school. 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.	Pupil progress meetings Performance Management Curriculum Monitoring	1,2
Lesson Study Programme	Five members of the teaching staff are new to the profession within the last two years. To develop a culture where all children are recognised as successful learners and where teachers share good practice and support one another.	1,2
Management of RWI programme	Successfully completed in previous years.	1,2
CPD for all staff Support for ECT teachers and mentors	Staff remain informed and trained to carry out posts All members of the Leadership team have attended Leadership CPD and have NPQ qualifications.	1,2

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

Budgeted cost: £71,335.66

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 for targeted disadvantaged pupils support	Successful work towards IEP targets Support in classroom Pupil progress meetings highlighting interventions available to children.	1,2
Before School Reading Intervention Programme	Reading at least 5 times a week has been identified as an important factor in enabling children to develop reading skills.	1,2,5
Booster Groups for Year 2 and Year 6 pupils identified as needing additional support in Maths and English	Children make enhanced progress during booster group programme. Evidence in work and books.	1,2
Purchase of Accelerated Reader Books to be used in the library and during specific support sessions Accelerated Reader and Myon subscription	Improved reading outcomes following purchase of Accelerated Reader subscription and books in 2016. Continue to provide this.	1,2
Resources for RWI	Successful work towards IEP targets Support in classroom Pupil progress meetings highlighting interventions available to children.	1,2
Catch-up booster programme for children impacted by partial closures of school	Government funded initiative	1,2

Budgeted cost: £43,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Books at Breakfast Rewards	Children attend and receive prizes to reward regular reading	1,2,5
Book vouchers for disadvantaged children		4
Dream Room Development and purchase of new resources	Nurture Positive impact on behaviour	4,5
Food for Books at Breakfast and Study Group Milk for FSM children	Research has proven that children learn better having had a filling breakfast.	1,2,5
School Photographs for FSM children	Raised self-esteem when pupils have opportunity to feel a strong sense of belonging to our school.	4
Subsidised contributions for FSM children on educational visits	Widen horizons and give children life experience to become well-rounded citizens and to vocabulary	4
Supply costs to release teachers to work with PP families	Attendance Celebration meeting with pupils and parents to raise self-esteem of child and Increased parental engagement with learning	4,5
Enhanced Playground Provision	Sensory area to provide a calm and quiet area for children who struggle with noise	1,2,4,5
Playground Leader at lunchtimes	Structured play sessions to support positive behaviour at lunch times	4

Total budgeted cost: £179995.22

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggest that the performance of disadvantaged children continued to be below that of their non-disadvantaged peers.

Due to COVID-19, planned strategies were either of a shorter duration or did not take place as was our intention when allocating the funding for our Pupil Premium Strategy.

We were able to make good use of catch-up funding to employ two teachers to work with small groups of children and carry out 1:1 intervention as well as covering class teachers to work with disadvantaged children either in school or remotely.

The partial school closure had a detrimental effect on our disadvantaged pupils and the school worked with disadvantaged families to ensure attendance in school as this was considered to be the best environment for the children to continue their learning. The school engaged positively with disadvantaged pupils to support their wellbeing and many relationships between school and home were strengthened by this.

The recent appointment of our welfare assistant in has helped us to improve attendance for pupil premium children/

School year	Overall school attendance	Attendance for free school meal pupils *2	Unauthorised absence for non FSM pupils	Unauthorised absence for FSM pupils *2
2018-2019 *1	96.8%	94.8%	0.5%	1.44%
2019-2020 *3	96.2%	95.1%	0.41%	0.81%
2020-2021 *4	97.75%	97.1%	0.34%	0.75%

*1 Data taken from Integris on 17.9.19 and includes Students who left during the school year.

*2 Ever Pupil premium

*3 Only includes attendance data from September to 20.3.20 when the school partially closed due to COVID-19. Taken from integris on 22.9.20

*4 Annual data includes partial school closure of spring term 2021 when not all children attended school every day. Children isolating at home were removed from the data.

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
NELI	Oxford Education
Read, Write Inc. Intervention	Ruth Miskin
Accelerated Reader	Renaissance Learning
MyOn	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

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

Further information (optional)

na
