# 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

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| Detail | Data |
| School name | St John’s C.E Primary School |
| Number of pupils in school | 333 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by |  |
| Pupil premium lead | Mrs Caroline Lowe |
| Governor / Trustee lead | Mr Mark Field |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £159,805 |
| Recovery premium funding allocation this academic year | £ 17, 835 |
| **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 | £177,640 |

# Part A: Pupil premium strategy plan

## Statement of intent

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Level of engagement during home learning was overall lower for pupil premium pupils. Pre-lockdown, attainment in reading, writing and maths (ARE and GD) was improving; gaps in learning now needs to be addressed in order to continue to bring achievement in line with non-pupil premium pupils.  *1 & 5 – curriculum vision* |
| 2 | Life experiences can be limited and therefore, fully accessing a broad and rich curriculum that reflects the context of our pupils and maximises learning through first hand experiences is imperative.  *1, 3, 5 & 7 – curriculum vision* |
| 3 | Reading and vocabulary: a significant proportion of pupils join reception with language and reading skills that fall well below national expectation which has been compounded this year by lockdown and missed time in nursery. In other year groups, lost learning through COVID will impact significantly, particularly in terms of core reading skills and understanding and apply tier two and three vocabulary. |
| 4 | Aspirations and challenge: Levels of aspiration can often be low and so embedded opportunities across the curriculum to nurture self-confidence, resilience and questioning that challenges their learning are key.  *4 – curriculum vision* |
| 5 | Attendance: attendance for pupil premium pupils is below that of non-pupil premium pupils by 2% |

## 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.

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| Intended outcome | Success criteria |
| 1. Through high quality curriculum provision, pupil premium pupils make at least expected levels of progress across the curriculum from their starting point to enable them to achieve their full potential and to close any gaps in learning due to COVID.   Attainment gap with non-pupil premium pupils continues to narrow in reading, writing and maths. | Continuous quality first teaching that inspires and meets the need of all learners.  Timely, targeted intervention support enables accelerated progress to close gaps in learning  Consistency in positive parental engagement to support their child’s learning |
| 1. Pupil premium pupils can fully access a rich and broad curriculum to make at least expected level of progress and achieve in line with non-pupil premium learners. Gaps in learning due to COVID-19 are closed/significantly reduced over time. | Curriculum is designed based on the context of the learners  Planning meets the individualised needs of all learners  Opportunities for learning from first-hand experience  Provoke pupil curiosity and invite questioning that deepens and challenges their learning experience |
| 1. Pupils demonstrate a love of reading and are immersed in a rich vocabulary that they can understand and fluently apply across the curriculum.   Pupils are making at least good levels of progress from their starting point in reading and attainment is in line with non-pupil premium pupils.  Reading fluency is age appropriate. | They have regular access to a range of high quality and engaging texts across the curriculum.  They talk enthusiastically about books they have read and can apply their learning to other aspects of the curriculum.  They understand and apply a range of age appropriate vocabulary in their learning across the curriculum.  Reading fluency is age appropriate.  Shared opportunities in school with parents so they are equipped to support their child with reading. |
| 1. Pupils demonstrate self-confidence, independence and resilience to enable them to fully access the curriculum and to achieve their potential, socially, emotionally and academically. | Effective pastoral provision both through Quality First Teaching and targeted intervention work.  Carefully scaffolded support in the classroom leads them to develop independent skills that they can use through life.  Opportunities for pupils to challenge their learning and ‘risk take’ in a supported and safe environment.  Opportunities to learn and develop life skills e.g cooking |
| 1. Attendance for pupil premium pupils is at least 95% and so narrowing the gap with national average and non-pupil premium pupils in school. | Excellent attendance is given high priority across the school for all pupils.  Attendance Office, along with leadership team, work with families to support their children attending school on a regular basis. |

## 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

Budgeted cost: £ 74,500 (staff *training)*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A Pupil Premium Lead ensures that focused support and provision is in place across the school for this group of pupils.  Timely and meaningful strategies/provision are embedded and regularly reviewed to enable continuous improvement. | Performance standards for this group of pupils are raised to bring in line with non-pupil premium pupils.  A supportive partnership with parents and all stakeholders enables the pupils to thrive and achieve their potential. | 1-5 |
| Training for whole staff is implemented in response to pupil need and attainment outcomes. | Quality first teaching by all staff is key to raising standards of provision for pupils. | 1 - 5 |
| SENDCo ensures that a personalised curriculum is implemented for pupil premium pupils with a special educational need so they can fully access the curriculum and make at least expected progress from their starting point. | Pupils with SEND are able to access a broad and rich curriculum, enabling them to achieve their potential. | 1 - 4 |
| Support staff are effectively deployed within the classroom to enhance quality first provision, allowing pupils to fully access their learning alongside their peers. | Internal assessment evidences positive impact across the curriculum.  EEF – small group tuition is deemed effective with evidence of four months progress. | 1, 2, 3 and 4 |
| Meta cognition and self-regulation | EEF evidence suggests that strategies related to metacognition and self-regulation have consistently high levels of impact with pupils making an average of seven months additional progress. | 1 - 4 |

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

Budgeted cost: £ *30,800*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Targeted intervention support:*  Timely, targeted interventions that meet the needs of individual learners are put in place to accelerate learning and close the attainment gap across the school.  These can include: Code x, phonics and maths | In school assessment evidence high impact for pupils accessing intervention sessions.  EEF – small group tuition is deemed effective with evidence of four months progress.  Reading comprehension evidences six months progress.  Century Tech – targeted intervention  School Led tutoring | 1 - 4 |
| *Phonics intervention:*  1:1 and small group intervention additional to daily phonics provision will be delivered at least three times a week by a highly trained phonics lead. | Impact proven through in school assessment outcomes.  At St John’s, a high percentage of pupils enter reception significantly below age related expectation. At the end of reception, they are broadly in line with national expectations.  EEF evidences that systematic teaching of phonics is beneficial with plus four months progress on average. | 1 and 3 |
| *Speech and language:* Targeted intervention work for pupils. 1:1 and small group work is implemented on a weekly basis. These are personalised programmes of work that are pitched to specifically meet the needs of the pupils.  In Early Years Foundation stage, a high level of specialist support is in place. | Evidence through pupils historically discharged from service as a result of intervention provided. | 1, 2 and 3 |

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

Budgeted cost: £ *57,200*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance:  The Attendance Officer works with and supports families in improving their child’s attendance to good (96% or above) so that they can achieve their full potential both academically and socially & emotionally.  The Attendance Officer is on the playground at the start of everyday to liaise with parents. They are available to meet with and support families in getting their child into school. | Improved attendance figures for this group of pupils and a reduction in the number of pupils arriving late in school. | 5 |
| *Pastoral support:*  Children identified as requiring pastoral support will receive 1:1 support from a trained member of staff in school and a programme of work will be put in place that specifically supports the needs of the pupil, through the Motional Progamme. | Pupils able to apply skills learnt through support: increased resilience, self-regulation, independent problem solving.  Positive impact on academic progress and readiness to learn and access the curriculum.  Positive parental feedback. | 4 |
| *Swimming:*  Pupils are given the opportunity to attend swimming lessons. | Life-saving skill that pupils may not have the opportunity to access otherwise.  Opportunity to develop self-confidence, raise levels of fitness and inspire engagement in sport. | 1, 2, 4 |
| *Extra-curricular activities:*  A range of extra-curricular clubs and activities are available for pupils to access. This includes sporting opportunities, music clubs and tuition, including taking accredited music exams.  All school trips and residential events are subsidised  Having the opportunity to experience an enriched curriculum is central to enabling children to flourish as independent learners. | Pupils previously accessing provision demonstrates increased life experiences, leading to:   * Raised self-esteem and aspirations. * Developed knowledge and skills | 1, 2, 3, 4 |
| Healthy Eating:  Daily breakfast club is offered to all pupils. This provides pupils with a healthy breakfast to begin their day and an invaluable opportunity to socialise with their friends across the school.    All FSM pupils are offered a daily meal and milk every break time. | Children eating a healthy breakfast replenishes energy level so they are more focused and engaged in their learning and happy.  Promotes a healthy lifestyle for later in life. | 4, 5 |
| Healthy eating: Cookery Club | Children develop knowledge and understanding of healthy eating and learn cookery skills | 4 |

**Total budgeted cost: £** *157,700*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes: 2020/2021

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|  | Approach | Outcome |
| Pupil Premium Lead | A Pupil Premium Lead ensures that focused support and provision is in place across the school for this group of pupils.  Timely and meaningful strategies/provision are embedded and regularly reviewed to enable continuous improvement. | Performance standards for this group of pupils are raised to bring in line with non-pupil premium pupils.  A supportive partnership with parents and all stakeholders enables the pupils to thrive and achieve their potential. |
| Whole staff training opportunities  e.g Understanding Trauma, Bereavement, Motional programme. | Training for whole staff is implemented in response to pupil need and attainment outcomes. | Increased level of staff skill and expertise to ensure quality first teaching that is fully accessible to all. |
| SEND provision | SENDCo ensures that a personalised curriculum is implemented for pupil premium pupils with a special educational need so they can fully access the curriculum and make at least expected progress from their starting point.  A personalised curriculum is achieved through:   * Quality first teaching * Pastoral support * Targeted intervention * Speech and language- quality first provision * -Educational Psychologist | Pupils make at least expected progress from their starting point and in context to their SEND need.  Through a carefully tailored curriculum, the children thrive and grow in confidence and self-esteem.  Parental links are strong to ensure the best outcomes for pupils. |
| Deployment of additional support in the classroom | Support staff are effectively deployed within the classroom to enhance quality first provision, allowing pupils to fully access their learning alongside their peers. | Pupils are effectively supported within the classroom to make at least expected progress from their starting point and equally achieve alongside all pupils.  Pupils demonstrate increased confidence and level of independence. |

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| **Targeted support** | **Approach** | **Outcome** |
| Targeted intervention support | Timely, targeted interventions are put in place to accelerate learning and close the attainment gap across the school.  These can include: Code x, phonics and maths | Timely intervention ensures accelerated progress and so closing gaps in learning.  Skills and knowledge acquired through intervention are applied across the curriculum. |
| Phonics intervention | 1:1 and small group intervention additional to daily phonics provision will be delivered at least three times a week by a highly trained phonics lead. | Attainment gap with non-pupil premium pupils is closed. |
| Speech and language | Targeted intervention work for pupils. 1:1 and small group work is implemented on a weekly basis. These are personalised programmes of work that are pitched to specifically meet the needs of the pupils.  In Early Years Foundation stage, a high level of specialist support is in place. | Early intervention with pupils on entry to school.  Pupil’s speech and language development is in line with expectation for their age. Language is not a barrier to them accessing the curriculum. Self-confidence has increased to enable them to thrive both academically and socially. |
| Pastoral support | Children identified as requiring pastoral support will receive 1:1 support from a trained member of staff in school and a programme of work will be put in place that specifically supports the needs of the pupil, through the Motional Progamme. | Through carefully tailored support, pupils thrive and demonstrate a readiness to learn and develop. |
| Attendance Officer | The Attendance Officer works with and supports families in improving their child’s attendance to good (96% or above) so that they can achieve their full potential both academically and socially & emotionally.  The Attendance Officer is on the playground at the start of everyday to liaise with parents. They are available to meet with and support families in getting their child into school. | Improved attendance for this group of pupils to be in line with national expectation of 96%  The importance of excellent attendance is recognised and upheld by all stakeholders. |
| Extra-curricular opportunities:  *Sporting activities*  *Music tuition*  *School trips and residential events* | Having the opportunity to experience an enriched curriculum is central to enabling children to flourish as independent learners. A range of extra-curricular clubs and activities are available for pupils to access. This includes sporting opportunities, music clubs and tuition, including taking accredited music exams.  All school trips and residential events are subsidised | Increased opportunities for children to experience a range of activities that positively impacts on their emotional well-being and academic achievements. |
| Alternative provision | Forest School provision is available for pupils to support their social and emotional learning through a tailored programme of work that meets their individualised needs. | Pupils accessing the provision will demonstrate increased confidence and self-esteem and so enabling them to access learning in school and achieve their potential both academically and socially and emotionally. |

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| **Wider strategies** | **Approach** | **Outcome** |
| Family Learning (course online) | Family Learning sessions are available for parents to attend and share quality learning time with their child. These are courses respond to need brought about by COVID. | Online Family Learning programmes empower parents to be able to develop strategies to effectively support their child’s learning and development. |
| Breakfast Club | Daily breakfast club is offered to all pupils. This provides pupils with a healthy breakfast to begin their day and an invaluable opportunity to socialise with their friends across the school. | Pupils demonstrated an increased readiness to learn and begin the day in a settled and positive manner. |
| FSM – milk  FSM – meals | All FSM pupils are offered a daily meal and milk every break time | Give children an energy boost and support a healthy diet. |
| Swimming transport  (currently suspended due to COVID) | Pupils are given the opportunity to attend swimming lessons. | Pupils have the opportunity to develop their swimming and water safety skills in line with national curriculum requirements. |