

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John's C.E Primary School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	117 (37%)
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: Next review date:	September 2022 September 2023
Statement authorised by	
Pupil premium lead	Mrs Caroline Lowe
Governor / Trustee lead	Mr Mark Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,045
Recovery premium funding allocation this academic year	£16,965
Total budget for this academic year	£179,101
	£198,328

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.

Challenge number	Detail of challenge
1	Following the pandemic writing focus standards of writing were lower than other subject areas.
2	When pupils join in reception, their starting points are often significantly below that of national expectation across the curriculum with some pupils having not accessed nursery provision.
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 by lockdown and missed time in nursery.
4	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.
5	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.
6	Attendance: attendance for pp pupils narrowed significantly to 0.2% in 2021/2022 Continue to maintain this standard for 2022/2023.

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
<p>1. Through high quality writing provision, pupil premium pupils make at least expected levels of progress from their starting point to enable them to achieve their full potential.</p> <p>Attainment gap with non-pupil premium pupils continues to narrow in writing.</p>	<p>Continuous quality first teaching that inspires and meets the need of all learners.</p> <p>Timely, targeted intervention support enables accelerated progress to close gaps in learning</p> <p>Consistency in positive parental engagement to support their child's learning</p>

<p>2. Through high quality early years curriculum, pupil premium pupils make at least expected levels of progress from their starting point to enable them to achieve their full potential. GLD is in line with national expectation.</p>	<p>Consistently high standards of quality first teaching based on accurate and robust pupil assessment.</p> <p>A rich and engaging curriculum rooted in the context of the learners.</p> <p>Timely interventions that meet the needs of the learner.</p> <p>Effective and positive links with parents to ensure a holistic approach to the child's learning.</p>
<p>3. Pupils demonstrate a love of reading and are immersed in a rich vocabulary that they can understand and fluently apply across the curriculum.</p> <p>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.</p> <p>Reading fluency is age appropriate.</p>	<p>Continuous quality first provision that inspires a love of reading.</p> <p>Pupils have regular access to a range of high quality and engaging texts across the curriculum.</p> <p>Pupils talk enthusiastically about books they have read and can apply their learning to other aspects of the curriculum.</p> <p>Pupils understand and apply a range of age appropriate vocabulary in their learning across the curriculum.</p> <p>Reading fluency is age appropriate.</p> <p>Shared reading opportunities in school with parents and carers so they are best equipped to support their child with reading.</p>
<p>4. 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.</p>	<p>Curriculum is carefully designed based on the context of the learners.</p> <p>Planning meets the individualised needs of all learners, allowing opportunity for challenge.</p> <p>Opportunities for learning from first-hand experience.</p> <p>Provoke pupil curiosity and invite questioning that deepens and challenges their learning experience.</p>
<p>5. Pupils demonstrate self-confidence, independence and resilience to enable them to fully access the curriculum and to achieve their potential, socially, emotionally and academically.</p>	<p>Whole school trauma informed approach ensures all staff are trained in providing swift and effective support for all pupils on a daily basis.</p> <p>Effective pastoral provision both through Quality First Teaching and targeted intervention work.</p> <p>Carefully scaffolded support in the classroom leads them to develop independent skills that they can use through life.</p> <p>Opportunities for pupils to challenge their learning and 'risk take' in a supported and safe environment.</p> <p>Opportunities to learn and develop life skills e.g cooking</p>
<p>6. Attendance for pupil premium pupils is at least 95% and so narrowing the gap with national</p>	<p>Excellent attendance is given high priority across the school for all pupils.</p>

average and non-pupil premium pupils in school.	Attendance Office, along with leadership and pastoral team, work with families to support their children attending school on a regular basis.
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Activity in this academic year

Teaching

Budgeted cost: £ 100,424

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.	1-6
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 within an inclusive environment, enabling them to achieve their potential.	1 - 5
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 and monitoring evidences positive impact across the curriculum. EEF – small group tuition is deemed effective with evidence of four months progress.	1-5

Targeted academic support

Budgeted cost: £ 41,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted intervention support:</i> 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.	In school assessment and monitoring 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 on average.	1, 2, 3, 5

<p><i>Phonics intervention:</i> 1:1 and small group intervention additional to daily phonics provision will be delivered regularly by a highly trained phonics lead.</p>	<p>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.</p>	<p>1, 2 and 3</p>
<p><i>Speech and language:</i> 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.</p>	<p>Evidence through pupils historically discharged from service as a result of effective intervention.</p>	<p>2 and 3</p>

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

Budgeted cost: £ 56,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance:</i> 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 and provide support in getting their child into school.</p>	<p>Improved attendance figures for this group of pupils and a reduction in the number of pupils arriving late in school.</p>	<p>6</p>
<p><i>Pastoral support:</i> 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.</p>	<p>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.</p>	<p>1-6</p>

	Positive parental feedback.	
<p><i>Swimming:</i> Pupils are given the opportunity to attend swimming lessons.</p>	<p>Life-saving skill that pupils may not have the opportunity to access otherwise.</p> <p>Opportunity to develop self-confidence, raise levels of fitness and inspire engagement in sport.</p>	4 and 5
<p><i>Extra-curricular activities:</i> 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.</p>	<p>Pupils previously accessing provision demonstrates increased life experiences, leading to:</p> <ul style="list-style-type: none"> - Raised self-esteem and aspirations. - Developed knowledge and skills - Transferrable skill set 	4 and 5
<p>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.</p> <p>All FSM pupils are offered a daily meal and milk every break time.</p>	<p>Children eating a healthy breakfast replenishes energy level so they are more focused and engaged in their learning and happy.</p> <p>Promotes a healthy lifestyle for later in life.</p>	4 and 5
Healthy eating: Cookery Club	Children develop knowledge and understanding of healthy eating and learn cookery skills	4 and 5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2021/2022

	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. End of key stage two data evidences that progress in reading, writing and maths was accelerated and above non-pupil premium pupils. A supportive partnership with parents and all stakeholders enables the pupils to thrive and achieve their potential.
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	Increased level of staff skill and expertise to ensure quality first teaching that is fully accessible to all across the curriculum. External monitoring evidenced consistently strong level of provision in the classroom.
SENDCO ensures that a personalised curriculum is implemented for pupil premium pupils with special educational need so they can fully access the curriculum and make at least expected progress from their starting points	Pupils with SEND are able to access a broad and rich curriculum, enabling them to achieve their potential.	Through a carefully tailored curriculum ensures pupils with SEND were able to fully access the curriculum alongside their peers. As a result, the children were able to thrive and grow in confidence and self-esteem. Parental links are strong to ensure the best outcomes for pupils.

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	Pupils are effectively supported within the classroom to enable them to access a full curriculum and to achieve alongside all pupils with frequent examples of accelerated progress. Pupils demonstrate increased confidence and level of independence which is evidenced through internal and external monitoring.
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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. PP progress by end of KS2 was accelerated in reading, writing and maths.
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 closed. Year 1 phonics screening for PP pupils was in line with non-pupil premium pupils.
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 to enabled appropriate intervention. Pupils made at least good progress with a number of pupils discharged from the programme. Increased self-confidence was evident 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 carefully tailored support, pupils thrive and demonstrate a readiness to learn, personally and academically. Wave 2 support is swiftly implemented when identified with a good level of success.

Attendance Officer	<p>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.</p> <p>The Attendance Officer is on the playground at the start of everyday to liaise with parents. They are available to</p>	<p>Improved attendance for this group of pupils to narrow the gap with non-pupil premium pupils. 2021/2022 – 0.2% gap</p> <p>The importance of excellent attendance is recognised and upheld by all stakeholders.</p>
<p>Extra-curricular opportunities:</p> <p><i>Sporting activities</i> <i>Music tuition</i> <i>School trips and residential events</i></p>	<p>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</p>	<p>Increased opportunities for children to experience a range of activities that has positively impacted on their emotional well-being and academic achievements.</p>

Wider strategies	Approach	Outcome
Breakfast Club	<p>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.</p>	<p>Pupils demonstrated an increased readiness to learn and begin the day in a settled and positive manner.</p>
<p>FSM – milk</p> <p>FSM – meals</p>	<p>All FSM pupils are offered a daily meal and milk every break time</p>	<p>Give children an energy boost and supports a healthy diet.</p>
Healthy eating - cookery	<p>Children develop knowledge and understanding of healthy eating and learn cookery skills.</p>	<p>Children were thoroughly engaged in these sessions and there was a high level of uptake. The children accessed new practical learning experiences as well as raising their understanding of a healthy diet.</p>
Swimming transport	<p>Pupils are given the opportunity to attend swimming lessons.</p>	<p>Pupils have developed their swimming and water safety skills in line with national curriculum requirements.</p>