

# 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	<b>St John's CE Primary School</b>
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019/20-2022/23
Date this statement was published	12 <sup>th</sup> November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Claire Graham
Pupil premium lead	Laura Chard
Governor / Trustee lead	Duncan Tyler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,730
Recovery premium funding allocation this academic year	£ 4,930
School led tutoring allocation this academic year	£ 3,442
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4,187 (recovery premium)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 61,289

## Part A: Pupil premium strategy plan

### Statement of intent

Consistent with our vision 'Celebrate life in all its fullness. Let's learn together in God's love', our intention is that all pupils, irrespective of their background or the challenges they face, enjoy learning, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are adopted from care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. The activities chosen are all based on evidence from the Education Endowment Foundation (EEF).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> – Our 2018/2019 attendance data for PP children was significantly lower than non PP children. Low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress.
2	<b>Gaps in learning</b> - can result in pupils not meeting age related expectations in reading, writing and maths at the end of Key Stage.
3	<b>More frequent behaviour difficulties</b> – In 2020/21 67% of our pupils whom required an individual behaviour plan were Pupil Premium. In some cases chaotic family life and the need for social care involvement can display as behaviour difficulties in school.
4	<b>Enrichment and Experiences</b> – Our observations and discussions with pupils indicate that PP children generally have less enrichment and cultural capital experience than Non PP children. This is supported by national studies. PP pupils should be provided with additional enrichment opportunities, but examples of this will have to be carefully tailored to restrictions in place due to Coronavirus.
5	<b>Consolidation of Learning</b> - Our observations of homework uptake indicate that some pupils do not engage positively with homework/home learning.
6	<b>Language</b> - Our observations and discussions with pupils indicate that in some cases, limited vocabulary and language skills can impact upon learning.

### 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 all disadvantaged pupils in school to make or exceed nationally expected progress rates	To ensure all progress scores for Pupil Premium pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	To ensure that Pupil Premium pupils obtain the required attainment outcomes against their peers nationally, based on end of Key Stage 1 results.
To bring attendance of disadvantaged pupils at least in line with those nationally	Sustained high attendance from 2020/21 demonstrated by:  The overall absence rate for all pupils being no more than 4.2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a

	further 0.6% to achieve the target of 95.8% pupil premium attendance.
To promote the social and emotional wellbeing of pupils to ensure they are ready to learn	<p>To continue to identify vulnerable pupils who require social and emotional intervention (Elsa)</p> <p>To embed robust system(s) to monitor attendance and support parents</p> <p>To improve levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among Pupil Premium pupils</li> </ul>
Improved oral language skills and vocabulary among Pupil Premium pupils	Assessments and observations indicate significantly improved oral language among Pupil Premium pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

### 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: £ 34,764**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain increased capacity of adults in class to provide a more favourable staff to pupil ratio, resulting in positive progress gains through responsive interventions and differentiations within day to day teaching to	<p>Small group tuition, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-</a></p>	2

ensure gaps in understanding are minimised	<a href="https://www.eef.org.uk/what-we-do/our-research/research-reviews/teaching-for-mastery/teaching-for-mastery-tuition/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group%20intervention#effectiveness">tution/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group%20intervention#effectiveness</a>	
To further increase the quantity of problem solving and reasoning that children are exposed to in KS2	Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics <a href="https://www.eef.org.uk/what-we-do/our-research/research-reviews/teaching-for-mastery/teaching-for-mastery-maths-ks2-ks3-guidance-a3-recs-poster.pdf">EEF - _Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2
To increase the percentage of children who score 21 or above (84%+) on the Y4 multiplication check	To enable pupils to develop a rich network of mathematical knowledge, in the recommendations for improving mathematics in Key Stage 2, the EEF have noted that ensuring that pupils develop a fluent recall of facts is important. <a href="https://www.eef.org.uk/what-we-do/our-research/research-reviews/teaching-for-mastery/teaching-for-mastery-maths-ks2-ks3-guidance-a3-recs-poster.pdf">EEF - _Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2
Build on the current good practice in Early Years by further developing number sense based on new research – subsidising; cardinality and counting; composition; comparison. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	This is consistent with Mastery learning which is recognised by the EEF as a cost effective approach that has an average of 5 months progress over the course of a year. <a href="https://www.eef.org.uk/what-we-do/our-research/research-reviews/teaching-for-mastery/teaching-for-mastery-mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	2

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

**Budgeted cost: £ 18,225**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining.	Small Group tuition, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Accelerated Reader	AR is a software programme used to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. This is supportive of the EEF reading comprehension strategies that can support children making as much as 6 months progress. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2
Additional sessions targeted at disadvantaged pupils who require further support. <i>Booster classes</i>	Small Group tuition, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 6
CONTINGENCY	To be able to support PP children when the immediate need/resource is required.	All

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

**Budgeted cost: £ 8, 300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
To work with a leading playtime programme (Opal) to observe and audit playtime, provide CPD, parents meeting and grounds master planning	An effective, universal approach to lunchtime can have a positive overall effect on learning. This is because conflict at lunchtime can run into lesson time thus reducing the time children have for learning. Opal is a whole school approach to lunchtime, with CPD for all staff and support in its implementation. This is supported by the EEF: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Establish a system so that all Pupil Premium children attend at least one enrichment activity throughout the year	Initial evidence from the first trial carried out by the EEF suggests that well-supported enrichment activities can improve children's academic and non-cognitive outcomes. <a href="#">Children's University   EEF (educationendowmentfoundation.org.uk)</a>	4
Implement strategies to increase parental engagement including supporting parents to ensure home learning is of high quality.	Parental engagement has a positive impact on average of 4 months' additional progress. <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	5
To fund additional pastoral support mentor hours to ensure that pupils' basic needs are being met on the hierarchy of needs and they are in a position to learn	Pastoral Learning Support mentor will provide additional support to improve disadvantage learners social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3

**Total budgeted cost: £ 61,289**

## 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.

A standardised target setting process and assessment calendar across our trust has been agreed. This now provides accurate performance data that supports teaching. High quality, mastery teaching has been embedded which has been supported through CPD and the introduction of subject handbooks, all learners, including those who are disadvantaged are provided with appropriate levels of challenge. We have increased our staff to pupil ratio through the appointment of additional TA's to carry out targeted intervention. As a result, our internal assessments during 2020/21 suggested that the performance of Pupil Premium pupils was higher than in the previous 2 years with 60% reaching at least the expected combined standard at the end of Y6 compared with 43% in 2019/20, and 0% in 2018/2019 we are therefore making good progress towards our aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

Our attendance between 8/3/21 (end of the second covid lockdown) – end of Term 6 2021 was above the 2018/19 national average for whole school, PP and SEN attendance. Case studies of individual children show that decisive, swift action to tackle attendance has resulted in children with persistent absence improving their attendance up to as much as 100%. Pupil Premium attendance was up to 95.21% from 92.2% in 2018/2019. The school is now 0.59% away from its Pupil Premium attendance target of 95.8%.

Our assessments and observations indicated that for some children pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for Pupil Premium pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Due to covid restrictions, some of our planned approaches to enhance pupils' cultural capital were unable to go ahead. These will be detailed in this year's plan.

### Externally provided programmes

Programme	Provider
Time Table RockStars	TT Rockstars
Reading Recovery	Reading Recovery
Lexia	Lexia Learning



