

Pupil premium strategy statement – St John’s CofE Primary Academy

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	199
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Laura Hopley
Pupil premium lead	Katie Quantrill / Dan Carlile
Governor / Trustee lead	Michael Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,415.00
Recovery premium funding allocation this academic year	£10,585
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£120,000

Part A: Pupil premium strategy plan

Statement of intent

At St John's C of E Academy, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). Our school is set in a Local authority which is one of the top 20% areas of deprivation in the country with 18,495 children living in low income families. Some of our catchment area children live in the most deprived areas. There is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers. We are committed to ensuring that the ongoing impact of the pandemic on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

Our main objectives are:

- To provide additional educational support to raise the achievement of pupils in receipt of the grant
- To narrow the gap between the educational achievement of these pupils and their peers.
- Develop all children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

There may be a variety of approaches to provide additional support, whether this be academic or social and emotional.

Within this approach, we will identify, through data analysis and staff, pupil and parent feedback the needs and challenges faced by our disadvantaged pupils and will plan approaches which are evidence-based to complement the identified issues. We will adopt a whole school approach whereby all staff take responsibility for the outcomes of disadvantaged pupils. CPD will be provided for all teaching and Support Staff through the National College, to improve the provision for SEND, behaviour strategies, scaffolding and more.

Our strategy is also integral to the wider school plans for educational recovery, particularly as a result of the ongoing impact due to the pandemic, in its targeted support through the recovery grant for pupils whose education has been worst affected, including non- disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practicing blending and segmenting. Thus, impacting on early reading and fluency.
2	Pupils are less likely to experience high quality oral interactions in their families, which develop and support oral language and acquisition from a young age. Baseline data, assessments and observations identify a gap in pupils' speech, language and communication skills which will, in turn, impact on their attainment in Literacy skills.
3	Emotional readiness to learn. Children from disadvantaged backgrounds may need additional teaching of strategies to ensure they are ready to learn. This might link to mental health and wellbeing of the child.
4	Assessments identify that disadvantaged pupils in Key Stage 1 have lower attainment levels in writing, maths and reading - including phonics.
5.	Assessments identify that disadvantaged pupils in Key Stage 2 have lower attainment levels in writing, maths and reading – including phonics.
6.	Pupils are less likely to experience enrichment due to low income families, limited community engagement and lack of positive role models.

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
Improve speech, language and communication skills.	Assessments and observations through WellComm indicate significantly improved speech, language and communication skills. This should also

	<p>be evident in assessment of literacy skills through whole school monitoring of book trawls, learning walks and pupil progress meetings.</p> <p>The percentage gap of pupil premium vs non-pupil premium pupils meeting age related standards of speech, language and communication skills (green) will close.</p>
<p>Close the gap between PPG and non PPG reading data</p>	<p>Gap between PPG children and non PPG children to close to at least pre covid levels in 2022 and continue to diminish there after.</p> <p>All children to receive daily phonics/guided reading sessions.</p> <p>Weekly rewards in place for reading in each class.</p> <p>Reading books supplied are high quality and changed weekly.</p> <p>Daily Opportunities to apply phonics in reading in EYFS.</p> <p>Guided reading sessions to teach comprehension strategies according to school policy</p> <p>Effective assessment of reading difficulties allows for planning to be adapted and interventions planned.</p> <p>Parent workshops provided to support parents at home.</p> <p>Weekly 1:1 reading sessions to be provided for PPG children to access good quality reading support.</p> <p>Parent workshops to teach parents on how they can best support their child with reading at home.</p>
<p>Close the gap between PPG and non PPG writing data.</p>	<p>Gap between PPG children and non PPG children to close to at least pre covid levels by 2024 and continue to diminish there after. Opportunities to write are evident in EYFS within the environment.</p> <p>Books demonstrate a writing sequence which develops over time.</p> <p>Pupils are supported with opportunities to orally rehearse their sentences.</p> <p>Teachers and Tas are effectively trained in modelled writing.</p> <p>Pupils are supported with working</p>

	<p>walls, ICT and table top resources.</p> <p>Effective feedback allows children the opportunity to return to work and edit and improve.</p> <p>Children to make good progress through writing interventions available to them.</p>
<p>Improve reading attainment for pupil premium children.</p>	<p>EYFS data to show an improvement in disadvantaged pupils achieving expected levels of attainment in word reading from baseline to end of year outcomes.</p> <p>KS1 phonics screening outcomes show an increase in percentage of pupil premium pupils achieving the required pass mark.</p> <p>The percentage gap of pupil premium vs non-pupil premium pupils achieving the pass mark for the screening will close.</p> <p>KS1 and KS2 reading assessments show an increase in outcomes for disadvantaged pupils.</p> <p>There is complete fidelity to a phonics scheme across school.</p>
<p>To provide targeted provision for all pupils with SEND, particularly our disadvantaged pupils.</p>	<p>All SEND pupils to have identified targets to support progress and attainment.</p> <p>Provision map shows effective use of evidence-based interventions across the school (e.g. Rapid interventions).</p> <p>Monitoring including learning walks, booktrawls and pupil progress meetings</p> <p>identify 'good' quality first teaching across the school which meet the needs of all learners, especially those who are SEND and pupil premium.</p>

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: £44,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
National College £660	Accredited webinars, training and courses, to upskill staff on the return of children from both the pandemic, and to address gaps.	3
Additional teacher from Autumn 2022 £28,000	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. It enables teachers to have higher quality interactions with pupils and provide them with higher quality and quantity of feedback. Reducing class size EEF (educationendowmentfoundation.org.uk)	All
Permanent 1:1 for SEND PP child £5,333	Teaching Assistants providing targeted interventions can provide a large positive impact on learners progress and attainment. Providing small group and 1:1 intervention can improve progress and attainment Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	4,5,6
Little Wandle CPD and license £1250	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:	1, 4
Purchase of DFE validated Systematic Phonics programme and resource to secure stronging phonics teaching	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	1, 4

Bi-Weekly TA training	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2 and 3
Effective ECT induction leading to good or better outcomes in the class £100 release for mentor each week – half day x 39 £390	Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	Challenge 1, 2, 4,5 and 6
CPD for all staff on key curriculum developments. £500	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	All
Release time to allow teachers to observe good practice in and beyond our school. Focus on	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	All

maths and writing and phonics. £200 per week x 20 weeks (every other week) £4000		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of SENDCo £5,600	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. It enables teachers to have higher quality interactions with pupils and provide them with higher quality and quantity of feedback. Reducing class size EEF (educationendowmentfoundation.org.uk)	4, 5, 6
NELI Programme DFE funded, release £2400 (8 days)	A recent trial found that children who received NELI, over a 6 month period, made on average 3 months additional progress in language development compared to children in the comparison group.	1 and 2
Third Space Learning £15,000	Boost progress, Raise attainment Each pupils learning journey is tailored to their individual learning gaps, helping accelerate maths progress and raise attainment across the school. In a trial with Rising Stars pupils receiving one to one maths support from Third Space Learning made 7 months progress in 14 weeks.	4,5,6
Quality First Teaching which enables all pupils	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for Quality First Teaching (QFT). hence the importance of developing the teaching strategies suggested in the EEF report to enable staff to	All

<p>to achieve and succeed. c£12,000</p>	<p>respond to the needs of their SEND pupils (flexible grouping, cognitive and metacognitive strategies and explicit instruction). Please refer to recommendation 3 in EEf report: Special Educational Needs in Mainstream Schools EEF(educationendowmentfoundation.org.uk)</p>	
<p>Assessment of children to ensure accurate data is in place for all children including those with SEND allowing for bespoke interventions Leading to Bespoke Interventions and pre and post teaching activities.</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,4,5,6</p>
<p>NTS assessments with Rising star interventions (SHINE) NTS = £1818 SHINE = £720 (Total £2538)</p>	<p>Standardised score to monitor progress, allows teachers to further plan specific and precise interventions. Small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>4,5,6</p>
<p>Technology investments including Timetablerockstars, spelling shed, literacy shed, LEXIA, mymaths £3470</p>	<p>Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information and will have a positive impact on learning. More information in the following document: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technology</p>	<p>3,4,5,6</p>
<p>To analyse summative assessment data and identify the children who require catch up and</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three</p>	<p>4,5,6</p>

<p>more targeted intervention. Closely monitored by SLT. Pupil progress meetings termly. Regular monitoring of targeted interventions. Effective deployment of staff and Teaching Assistants to support key children and year groups. Teaching Assistant timetable re-evaluated to deliver intervention. c£4,000</p>	<p>to four additional months progress’ Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	
<p>Contingency £5000</p>	<p>Fund to enable opportunities to be used to impact on attainment</p>	<p>4,5,6</p>

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

Budgeted cost: £15,142 +FSW release

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Educational Subsidised Visitors £1000</p>	<p>EEF’s toolkit reports +2months benefit from both arts and sports participation. Arts participation EEF (educationendowmentfoundation.org.uk) Many pupils do not have access to activities which promote cultural capital.</p>	<p>2, 3, 4, 5, 6</p>
<p>Release of family support</p>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In</p>	

<p>worker to support attendance of children – 1 day per week £3900</p>	<p>2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</p>	
<p>Free breakfast provision for all children (bagels) NSBP subsidised. £19 per week - £722 + £500 set up (toasters etc)</p>	<p>The evaluation found that offering schools support to establish a free, universal breakfast provision boosted attainment in reading, writing and maths at Key Stage 1 (Year 2) by two additional months' progress over one year, compared with a control group whose schools were not given support to offer breakfast. The evaluators reported that the pupils' behaviour and attendance improved too. The impact on educational attainment reported for Year 6 pupils over a year was slightly smaller, but close to KS1 in terms of additional progress made in English and maths, the evaluators found.</p>	<p>3, 4,5,6</p>
<p>Trips and residentials £100 per child per annum x 82 children £8200</p>	<p>Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment.</p>	<p>4,5,6</p>
<p>Calm brain £500</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore like to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation.</p>	<p>3,4,5,6</p>
<p>Zones of regulation training Release and CPD cost £300 resourcing</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore like to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation.</p>	<p>3,4,5,6</p>

<p>Wellbeing pupil 2 hours per week @£15 per hour £1,170</p>	<p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/educational-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <ul style="list-style-type: none"> • Sensory circuits • TACPAC 	<p>All</p>
<p>ELSA training and release time Training – staff at approx. £750 Release time 2 x half day Spring 2 onwards - £100 half day cover people = £2000 Total - £2750</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore like to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation.</p>	<p>3,4,5,6</p>

Total budgeted cost: £ 109,283

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Maths

Autumn Data based on 80 children

21.25% of PP children at WB; 25% of PP children at B; 27.5% of PP children at WTS; 22.5% of PP children at EXP; 3.75% of PP children at GDS

Summer Data based on 82 children

7.32% of PP children at WB; 23.17% of PP children at B; 21.95% of PP children at WTS; 40.24% of PP children at EXP; 7.32% of PP children at GDS

Reading

Autumn Data based on 80 children

22.5% of PP children at WB; 31.25% of PP children at B; 18.75% of PP children at WTS; 21.25% of PP children at EXP; 6.25% of PP children at GDS

Summer Data based on 82 children

9.76% of PP children at WB; 19.51% of PP children at B; 18.29% of PP children at WTS; 40.24% of PP children at EXP; 12.2% of PP children at GDS

Writing

Autumn Data based on 80 children

25% of PP children at WB; 33.75% of PP children at B; 25% of PP children at WTS; 16.25% of PP children at EXP; 0% of PP children at GDS

Summer Data based on 82 children

13.41% of PP children at WB; 25.61% of PP children at B; 17.07% of PP children at WTS; 39.02% of PP children at EXP; 4.88% of PP children at GDS

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle	Little Wandle Letters and Sounds
Espresso	Discovery
Reading Eggs	3P Learning
National College	National College
Third Space Learning	Third Space Learning
Calm Brain	Calm Brain Approach
Shine Interventions	Rising Stars
NTS	Rising Stars
Times Table Rockstar	Maths Circle