

# St John's Church of England Primary School

## Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

### School overview (updated Nov 2023)

<b>Pupils in school</b>	403 (main school)
<b>Proportion of disadvantaged pupils</b>	49% (199/403)
<b>Proportion of disadvantaged pupils who are also SEND</b>	55 – SEN Support and PP 10 – EHCP and PP Total – 65/199 33%
<b>Proportion of disadvantaged pupils without SEND</b>	67% (134 pupils)
<b>Academic year or years covered by statement</b>	2022-2023, 2023-2024 and 2024-2025
<b>Publish date</b>	December 2022
<b>Review date</b>	November 2023
<b>Statement authorised by</b>	Governing Body – November 2022
<b>Pupil premium lead</b>	Mrs J Williamson
<b>Governor lead</b>	Canon Andrew Dodd

### Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£316,455*
Recovery premium funding allocation this academic year	£29,435
Pupil premium (and recovery premium) funding carried forward from previous years	-
Early Years Pupil Premium	£2,417
<b>Total budget for this academic year</b>	<b>£348,307</b>

\*includes FSM, LAC, PLAC and Service PP

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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 attainers.

High-quality teaching is at the heart of our approach, ensuring we embed the Mainstream Core Standards throughout the curriculum to ensure that all teaching and learning opportunities meet the needs of all the pupils (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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure needs/gaps are identified and actions/intervention put in place quickly
- 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	Assessments, observations, and discussions with pupils indicate low academic starting points particularly <b>underdeveloped oral language skills and vocabulary gaps</b> among many disadvantaged pupils. Significant levels of SALT on entry.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers particularly when SEND is also a barrier. This negatively impacts their development as readers.

3	Internal and external assessments indicate that <b>reading attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that <b>writing attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Internal and external assessments indicate that <b>maths attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  <b>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</b>
7	Our assessments, observations and discussions with pupils and families have identified <b>social and emotional</b> challenges for many pupils. These challenges particularly affect disadvantaged pupils.  Suspensions have increased.
8	Our <b>attendance</b> data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils.  39% of disadvantaged pupils are 'persistently absent' compared to 22% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
9	School context - above national levels of <b>SEND and PP</b>  18% of whole school SEND and PP. 34% of disadvantaged pupils with SEND.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved Good Level of Development outcomes for Reception cohort.	Disadvantaged pupils achieve at least national average GLD 2024-2025.
Improved phonics outcomes for disadvantaged pupils in KS1.	Disadvantaged pupils meet at least national average expected standard in PSC 2024-2025.
Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 48% of disadvantaged pupils met the expected standard. KS2 reading progress in 2024/25 is in line with national average score (0)
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 27% of disadvantaged pupils met the expected standard. KS2 maths progress in 2024/25 is in line with national average score (0)
Improved writing attainment and progress for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 36% of disadvantaged pupils met the expected standard. KS2 writing progress in 2024/25 is in line with national average score (0)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, parent surveys and teacher observations/Boxall Profile data</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 8.8% and the disadvantaged pupils PA gap reduced.</li> </ul>
To achieve and sustain effective provision for pupils with SEND. Particularly our disadvantaged,	SEND pupils make expected/agreed progress in line with need. % of SEND pupils meeting expected standard is at least in line with national 2024/2025.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Star Reader – Two-year license purchased Oct 2022</p> <p>Star Maths Two-year license purchased Oct 2022</p> <p>No More Marking - £595</p> <p>Gentry Writing – analysis and assessment</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>3,4,5 and 6</p>
<p>EYFS TA training</p> <p>Led by Early Years Assistant Headteacher – no additional cost</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Play-based learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://abcdoes.com/">https://abcdoes.com/</a></p>	<p>1</p>
<p>New TA training induction programme – Effective questioning and behaviour for learning</p> <p>£4,385</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4,5 and 6</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Language Link – funded</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 and 9</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Boxall Profile Training - funded</p> <p>Nurture UK training - funded</p> <p>Paul Dix – Training and review of policy</p> <p>Thrive Practitioner Training - funded</p> <p>Jigsaw – funded</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.nurtureuk.org/projects/boxall-childhood-project-2017-2019/">https://www.nurtureuk.org/projects/boxall-childhood-project-2017-2019/</a></p> <p><a href="#">Research behind Thrive   The Thrive Approach</a></p> <p><a href="#">Curriculum for life December 2017 12.06 19 Dec.pdf (hubspotusercontent00.net)</a></p>	7
<p>Curriculum Consultant working with subject leaders</p> <p>£15,760</p>	<p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1, 2, 3, 4 & 6
<p>Coaching and leadership development for senior and new team leaders</p> <p>£8,775</p>	<p><a href="#">The GROW Model of Coaching and Mentoring - A Simple Process for Developing Your People (mindtools.com)</a></p>	3, 4 & 5

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

**Budgeted cost: £176,551**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High ratio of Early Years TAs to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£47,308</p>	<p>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:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  £13,417	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Reducing teacher/pupil ratio  Additional teachers in Yrs 3, 5 and 6  £89,977	<a href="#">nce/teaching-learning-toolkit/reducing-class-size</a> <a href="#">teaching-learning-toolkit/reducing-class-size</a>	2,3,4,5,6 and 7
Contribution towards additional academic support in the classrooms (TAs)  £25,849	<a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, 6 and 7

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

**Budgeted cost: £142,241**

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.  £13,235	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Breakfast bagels offered to every child at the start of each day to ensure the best possible start to the school day.  £2,500	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	7

<p>Forest School</p> <p>To develop confidence and self-esteem through learner inspired, hands-on experiences in a natural setting</p> <p>£21,173</p>	<p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	7
<p>Forest School – Nursery</p>	<p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	7
<p>Working in partnership with families, parents, carers and pupils in school to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.</p> <p>Home Visits – EYFS</p> <p>Parenting Course</p> <p>Toddler groups</p> <p>£13,915</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Parent">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Parent</a></p>	7
<p>Young Carers - To support vulnerable children who care for family members at home whose caring role impacts their social and academic needs</p> <p>£2,048</p>	<p><a href="http://www.childrenssociety.org.uk/legislation-guidance-young-carers">Legislation and guidance   Young Carers   The Children's Society (childrenssociety.org.uk)</a></p>	7
<p>Nurture group (1 x Nurture TA – other from SEN budget)</p> <p>£26,732</p>	<p><a href="https://www.eef.org.uk/EEF%20Social%20and%20Emotional%20Learning%20Learning.pdf">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://www.thriveapproach.org/research-behind-thrive">Research behind Thrive   The Thrive Approach</a></p>	7
<p>The Ark – Led by UQT and 2 x TAs.</p> <p>£47,338</p>	<p><a href="https://www.eef.org.uk/EEF%20Social%20and%20Emotional%20Learning%20Learning.pdf">EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://www.thriveapproach.org/research-behind-thrive">Research behind Thrive   The Thrive Approach</a></p>	
<p>High quality cultural capital experiences and a broad and balanced curriculum</p> <p>£15,300</p>	<p><a href="https://www.educationcorner.org.uk/a-complete-guide-to-cultural-capital-in-education">A Complete Guide to Cultural Capital in Education - Education Corner</a></p>	10

**Total budgeted cost: £348,307**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic.

#### Disadvantaged pupil progress scores for last academic year

Measure	Score 2019	Score 2022	Score 2023
Reading	-2.3	-3.6	-4.6
Writing	-3.3	-4.5	-5.6
Maths	-4.2	-7.6	-4.5

#### Disadvantaged pupil performance overview for last academic year

Measure	Score 2022	Score 2023
Meeting expected standard at KS2 (combined)	15.2%	22.9% (+7.7%)

#### Review: last year's aims and outcomes (Disadvantaged %)

Aim	Target	Outcome 2022	Outcome 2023
Progress in Reading	Achieve national average progress score in KS2 Reading (0)	-3.4 (-3.6)	-6.0
Progress in Writing	Achieve national average progress score in KS2 Writing (0)	-4.1 (-4.5)	-6.6
Progress in Mathematics	Achieve national average progress score in KS2 Maths (0)	-6.6 (-7.6)	-5.8
Phonics (Year 1 and Year 2)	Achieve national average expected standard in PSC (82%)	Year 1: 82% (71%) Year 2: 12/19	Year 1: 63% (64%) Additional info - PP & Non SEND (72%) Year 2: 3/14
Good Level of Development	Achieve national average GLD (71.8%)	60% (56%)	54% (62%)

**Additional Impact Information:**

<b>Year 6</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Premium</b> <b>(35/58)</b>	40%	31%	34%
<b>Pupil Premium and non SEND</b> <b>(13/35)</b>	54%	62%	46%
<b>Non-Pupil Premium</b> <b>(23/58)</b>	78%	74%	70%

**Additional year group data for disadvantaged:**

<b>Year 5 – Year 6</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Premium</b> <b>(34/52)</b>	39%	29%	45%
<b>Pupil Premium and non SEND</b> <b>(17/34)</b>	65%	53%	65%
<b>Non-Pupil Premium</b> <b>(18/52)</b>	50%	50%	67%

<b>Year 4 – Year 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Premium</b> <b>(33/52)</b>	27%	21%	45%
<b>Pupil Premium and non SEND</b> <b>(21/33)</b>	38%	29%	52%
<b>Non-Pupil Premium</b> <b>(19/52)</b>	74%	58%	79%

<b>Year 3 – Year 4</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Premium</b> <b>(29/52)</b>	55%	28%	52%
<b>Pupil Premium and non SEND</b> <b>(24/29)</b>	63%	33%	58%
<b>Non-Pupil Premium</b> <b>(23/52)</b>	65%	52%	61%

<b>Year 2 – Year 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Premium</b> <b>(28/59)</b>	43%	39%	43%
<b>Pupil Premium and non SEND</b> <b>(21/28)</b>	52%	52%	57%
<b>Non-Pupil Premium</b> <b>(31/59)</b>	65%	55%	77%

<b>Year 1 – Year 2</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Pupil Premium</b> <b>(25/48)</b>	44%	44%	64%
<b>Pupil Premium and non SEND</b> <b>(18/25)</b>	61%	56%	83%
<b>Non-Pupil Premium</b> <b>(23/48)</b>	61%	57%	65%