

St. John's CE (VC) Primary School

Pupil Premium Strategy Statement

2022/23 – 2024/25



Published October 2022

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 CE(VC) Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 - 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarita Bailey (Headteacher)
Pupil premium lead	Sarita Bailey
Governor / Trustee lead	Graham Bibby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825
Recovery premium funding allocation this academic year	£2465 (£145 x number of PP pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£24625 N/A

Part A: Pupil premium strategy plan

Statement of intent

At St John's we live our mission statement, 'Life in its Fullness' and we believe that it is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs. As part of this process, we guide and encourage all pupils to achieve academic excellence and ensure their God-given gifts and talents flourish through a rich knowledge-based curriculum, alongside the provision of extracurricular and enrichment opportunities.

Our work through the use of Pupil Premium is focused on accelerating progress, moving children to at least age-related expectations. Pupil Premium resources are also used to target able children on free school meals to achieve higher levels and to target able children on FSM to achieve above the expected standard at the end of KS1 or KS2.

Pupil Premium resources will be used to ensure that all children can benefit from the wider curriculum opportunities we offer.

Principles:

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into a cohesive, structured teaching programme for learners.
- We use our data and school self-evaluation to identify the appropriate provision to be provided by the grant.
- We evaluate, monitor and track the impact of the provision funded by the grant.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In providing support we will not socially isolate pupils. Therefore, some groups receiving additional support will be a mix of FSM and non-FSM pupils.

➤ Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils. We reserve the right to allocate the pupil premium

funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We track the impact of strategies put into place through the funding to ensure maximum value allowing use to effectively monitor, evaluate and review the success of the impact of the pupil premium funding.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

What are your ultimate objectives for your disadvantaged pupils?

- To use pupil premium funding to achieve academic excellence for our disadvantaged students and for them to reach their full potential.
- To ensure all pupils, including those who are disadvantaged, have access to a range of opportunities to develop aspirations, learn from the best and view the wider world whilst building cultural capital to enrich, complement and enhance their schooling.
- To ensure all pupils including those who are disadvantaged have access to excellent care to support and maintain / improve their Social, Emotional and Mental Health.

How does your current pupil premium strategy plan work towards achieving those objectives?

At present, we will focus on the key challenges that are preventing our disadvantaged students from attaining well: These include:

- attendance of disadvantaged students in all year groups

- Progress and attainment of our disadvantaged pupils in English and Maths
- Provision for supporting children's Social Emotional and Mental Health especially those children who were previously looked after.
- Diminishing the difference between the Pupil Premium Children and the Non-Pupil Premium Children in all areas. .

What are the key principles of your strategy plan?

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to improved educational resources and experiences for all disadvantaged students across all subject areas.
- Targeted academic support for disadvantaged students including intervention, and small group tuition. Ensuring evidence-based interventions are used to further improve outcomes for all pupils including those who are disadvantaged.
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a welfare officer, first day phone calls, breakfast club.
- Bespoke support to meet the needs of individual circumstances.
- Embed teaching for mastery through the White Rose Hub scheme ensuring relevant training for staff and resources are available across all year groups to improve outcomes in Maths.
- Embed the teaching of Reading and Phonics using the RWI scheme, ensuring staff are thoroughly trained so that sessions are delivered effectively leading to enhanced progress and attainment.
- Personalised learning paths supported through the use of the RWI Fast Track Programme and The National Tutoring Programme through Third Space Learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts them as readers.
2	Assessments indicate vocabulary gaps among many disadvantaged pupils. Current internal assessment data shows that there is a gap between disadvantaged and non-disadvantaged pupils. These are evident from Reception through to KS2.
3	Internal assessments indicate that reading and writing attainment among disadvantaged children is below than that of non-disadvantaged children.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths , especially in writing.
5	Pupil engagement with enrichment activities, including Cultural Capital
6	Our attendance data from last year indicates that overall attendance for FSM pupils was 1.7% lower than for non-FSM pupils and below 95%.

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 use of subject specific vocabulary among disadvantaged pupils from their starting point in Early Years.	The progress of disadvantaged students is at least in line with the progress of other students nationally. Disadvantaged students Assessments and observations indicate significantly improved use of subject specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessments.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils especially boys.	KS1 and KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.

Improve phonics and oracy skills across Early Years.	<p>Pupils are assessed at first using the baseline assessment approved by the DfE. Then phonics assessment is carried out by the reading lead to create homogenous groups and one to one tutoring is used for the pupils to accelerate progress in phonics and reading.</p> <p>Pupils are assessed and interventions have been put in place to support identified gaps. Early identification, enables us to keep up rather than catchup</p> <p>100% phonics results</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance (97%+) from 2024/25 in line with all the pupils.</p> <p>Measures have been put in place for children. School sends regular letter of communication to inform parent and when the attendance is low and meets with them.</p>
Further sustain attainment and improve progress of SEND/ disadvantaged pupils	<p>Disadvantaged pupils to perform at least in line with all non-disadvantaged pupils in school and nationally</p> <p>KS2 KS1</p>
Development of aspirations and opportunities for disadvantaged pupils, including cultural capital opportunities.	<p>Disadvantaged children have greater participation in enrichment activities and educational visits in all subjects and schemes of learning.</p> <p>Chn accessed residential supported by school, attended events out of school such as Keele athletics competitions and goblin car race from school.</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: £7160

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to carry out 1-2-1 RWI Intervention and KS2 Fresh Start Intervention	Quality First teaching for all. The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1	1, 2
Training for staff to ensure writing and maths assessments are accurately completed.	Improve outcomes for disadvantaged pupils in curriculum areas incl maths and English. (EEF- Mastery Learning +5/ Metacognition +7) Moderation meetings for all year groups linked to writing outcomes and ARE throughout the year. Rosenshine's Principles The EEF guidance is based on effective professional development: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment	1, 3, 4

<p>Enhancement of our English teaching and learning planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access RWInc, Literacy Company resources and</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 3, 4</p>
<p>CPD (including spelling training).</p>		

<p>Invest in a range of CPD opportunities, including National College's online and live courses.</p>	<p>All staff to be provided with skills to respond to pupils' needs across year groups and in individual classes with a focus on metacognition and selfregulation linked to our tracking of and the teaching of positive Learning Behaviours for all children.</p> <p>EEF guidance in effective professional development:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</p>	<p>1, 2, 3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost: £14,465
<p>Targeted phonics 1:1 and small group EYFS, Key Stage 1 and 2 interventions</p>	<p>RWI Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and developing fluency particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>EEF guidance on effective TAs:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	<p>1, 2</p>	<p>Wider strategies (for example, related to attendance, behaviour, wellbeing)</p>

Activity	Evidence that supports this approach	Cha num addi
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Contributions towards residential/visits.	Contributing towards residential and visits for children so all children can experience enrichment to their curriculum. EEF guidance on outdoor adventure learning: https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/outdoor-adventurelearning	5	Budgeted cost: £3,000 Total budgeted cost: £24,625
Contributions towards extra-curricular activities such as music lessons, afterschool clubs etc.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	5	Part B: Review of outcomes in the previous academic year
Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6	Pupil premium strategy outcomes This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Refer to evaluation of action plan document this can be found on the school website under Pupil Premium 2020 – 2021 action plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Programme	Provider

RWI	Ruth Miskin
Maths Scheme	WRH- White Rose Maths
National Tutoring Programme	Third Space Learning
Computing	Purple Mash
MFL	Language Angels
Music	Charanga
PE	Get Set 4 PE
Peripatetic Music	Entrust