



St John's CE (A) Primary School

Pupil premium strategy statement – 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St. John's CE (A) Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	29.66% (97)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs S Bowyer
Pupil premium leads	Mrs S Bowyer/Mr J Farrell
Governor / Trustee lead	Mr L Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,035
Recovery premium funding allocation this academic year	£13,340
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	£139,375



Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body of St. John's are committed to addressing any underlying inequalities between disadvantaged pupils and their peers. We have high aspirations for all of the pupils within our school to achieve, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including enabling opportunity to stretch and challenge those who are already high attainers

Our school community is dedicated to meeting their pastoral, social and academic needs within a caring and nurturing environment. We trust that each child will develop a love of learning and acquire the skills and abilities relative to achieving beyond their potential, so they can be the best they can be.

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. The gap between those children officially considered as disadvantaged and those families who are 'just about managing' is small. Therefore, many of our precise strategies can be used more globally to impact all children.

We believe that all children within the school should have access to the same school experiences and be able to access all aspects of school life regardless of background. Therefore, we also use the funding to support the well-being of our disadvantaged pupils who need that support and use the funding to cover the cost of additional curriculum opportunities, such as clubs or trips, and the combination of these elements ensure our disadvantaged pupils have the cultural capital they require for the next stage of their life.

As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.



Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment gap between pupil premium pupils and their peers.
2	Emotional well-being is an issue throughout the school, additional resources are needed, which has become heightened due to COVID.
3	Pupils have low oracy skills across the school, both in the areas of early language development and later speaking/listening skills.
4	Limited life outcomes/cultural capital for pupil premium families
5	Low attendance for pupil premium families (High % of persistently absent)

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
Further improve the Progress of disadvantaged pupils from their starting points.	Pupils make accelerated progress in reading, writing and maths. Performance gap narrows between disadvantaged and non-disadvantaged pupils.
Pupil's oracy skills will improve and they will be more confident.	Pupils will have increased opportunities to demonstrate speaking skills in school at all ages. Improved oracy skills will support the development of skills in both reading and writing.
Children will have access to trips and other activities which broadens life experiences and in turn improve their access to the curriculum.	Pupils have access to an experience and resource rich curriculum. Life experiences of pupils broadened, which impacts positively various areas of the curriculum. For example, vocabulary, writing and geography. The cultural capital of pupils is enhanced.
Pupil Premium attendance to be above 95%	Attendance of pupil premium pupils is above 95%



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: £71,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed a synthetic approach to teaching phonics and early reading that is taught consistently across the school.</p> <p>Little Wandle scheme, training and new KS1 reading books.</p> <p>Coaching of staff by English Lead in conjunction with English Hub</p>	<p>EEF Teaching and Learning Toolkit (Phonics): Phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>Ofsted 2019: Reading books connect closely to the phonics knowledge taught when they are learning to read.</p>	1
<p>Reading Practise Sessions – Use of support staff to lead groups during the Little Wandle Reading sessions.</p>	<p>Ofsted English Curriculum Research review - Research supports giving children daily opportunities to read words that they can decode, both in isolation and in the books they read.</p>	1
<p>Introduce new curriculum planning and resources for the teaching of English – Pathways to reading, writing and spelling.</p> <p>Associated training for English subject leader and PDM time for class teachers for training.</p>	<p>EEF Toolkit guidance on improving literacy places and emphasis on supporting pupils to develop fluent reading capabilities, teaching writing through modelling, support and practise and making use of targeted teaching. These elements have been considered when selecting our new curriculum resources.</p> <p>EEF – Improving Literacy in Key Stage 2: Giving every child the skills they need to read and write well is a central ambition of our education system. The importance of literacy extends beyond its crucial role in enabling learning across the curriculum. Literacy matters in countless aspects of daily life—throughout the life course— and it significantly influences the opportunities that children and adults have available to them.</p> <p>EEF – Improving Literacy in Key Stage 2: Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.</p>	1 and 3
<p>Purchase of books to support the teaching of English and foundation subjects (both fiction and non-fiction texts).</p>	<p>EEF – Improving Literacy in KS2 - Reading to pupils and discussing books also remains crucial for this age group. Exposing pupils to an increasingly wide range of texts, with an appropriate level of challenge, will develop their language capabilities. This should include active engagement with a wide range of genres and media. This</p>	1 and 4



	variation is likely to be motivating and engaging and it provides an opportunity to explicitly teach the features and structures of different types of text, which can develop more advanced comprehension and reasoning skills.	
Introduce new curriculum planning and resources for science and some foundation subjects – Cornerstones.	EEF – Teaching and Learning Toolkit	1 and 4
Provide staff CPD on developing pedagogical approach to ensure quality first teaching in all classrooms. Begin to embed Rosenshine’s principles across the school.	<p>Early-career-framework.education.gov.uk (What makes classroom practice effective?): Barak Rosenshine’s Principles of instruction...underpins good teaching practice... it will support you to structure your teaching in a way that will enhance learning.</p> <p>The Sutton Trust – What makes great teaching? (2014) Rosenshine has summarised at least 40 years of research on effective instruction with a key set of principles that maximise its impact... adopting these behaviours can result in changes in teacher behaviours and improvements in student outcomes.</p>	1
NPQs – 2 teachers are completing the NPQSL qualification to strengthen school leadership and use research to effectively improve practise to narrow the gap in attainment.	DfE - The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels. This includes those who want to develop expertise in high-quality teaching practices. They are part of a wider set of teacher development reforms which together will create a ‘golden thread’ of high-quality evidence underpinning the support, training and development available through a teacher’s entire career.	1
TLR for spoken language. Time for a school leader to develop this area and provision across the school including a clear teaching progression and guidance on pedagogical approaches. CPD for teaching staff.	EEF – Teaching and Learning Toolkit – On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	3
AHT and DHT – QFT development via teacher development and identified pupil support.	EEF – Schools Guide to Implementation	1, 2 and 3



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

Budgeted cost: £5333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and deliver Nuffield Early Language Intervention (NELI) for Reception pupils. <ul style="list-style-type: none"> - Staff training - Pupil screening - Targeting of identified children 	Gov.uk (NELI): A programme proven to be effective in raising outcomes in Reception-age children's early language, communication and speech skills – particularly those who need the most support to overcome the disruption of the pandemic.	3
Y1 Phonics intervention to allow any gaps and children not making expected progress to access early intervention	Phonological development has been identified as vital to allow children to continue to make expected progress across all areas of learning and allow them to fully access the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF Document - Improving Literacy in Key Stage 1 Eight recommendations to support the literacy of 5–7 year-olds https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1
Y2 phonics intervention to allow children to make accelerated progress to attain nationally expected phonics level	Phonological development has been identified as vital to allow children to continue to make expected progress across all areas of learning and allow them to fully access the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF Document - Improving Literacy in Key Stage 1 1 and 2 6 Eight recommendations to support the literacy of 5–7 year-olds https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1
Access to online intervention and learning packages to support both learning in school and at home. <ul style="list-style-type: none"> - TT Rockstars - Numbots 	EEF Homework - Homework that is linked to classroom work tends to be more effective.	1



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

Budgeted cost: £62,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home-School Link Worker to work with PP children identified as having issues related to social and emotional aspects of learning.	EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.	2
Educational visits partially funded. School minibuses to allow pupils to attend local visits and sporting activities.	EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.	4
AHT and HT to work with Home-School Link Worker and EWO to improve the attendance of PP children.	DFE School Attendance – Guidance for maintained schools... Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance achieve less in primary school.	5
VIP education commissioned to provide EWO service to work alongside school staff in order to remove barriers to attendance of PP pupils.	The government expects schools to: Promote good attendance and reduce absence. Act early to address patterns of absence	5
Establish forest school provision as part of the whole-school curriculum.	Children who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Additionally, rich cultural capital will enable children to grow in confidence. The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and experiences. EEF. Teaching and Learning Toolkit: Outdoor Adventure Learning There is some evidence to suggest that outdoor learning increases pupils' self-confidence and resilience. Studies of adventure learning interventions consistently show positive benefits on academic learning and the impact on cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students. In addition, the Forestry Commission have put together a report highlighting the importance of outdoor learning opportunities for pupil's health and wellbeing	2 and 4
Establish a new behaviour management system using team point tokens as a visual aid.	The analysis presented in EEF behaviour toolkit (2019) demonstrates that consistent approaches to behaviour management is the biggest area requiring improvement in our schools. This demonstrates an urgent need for senior leaders, acting as a 'senior leadership team' in collaboration with the headteacher, to create a whole-school approach to	2



	behaviour management, so that it is understood and subscribed to by the whole school community	
Provision of a Breakfast Club for disadvantaged pupils, where required in order to ensure the best start to the school day.	Following the implementation of school breakfast clubs, teachers have reported gains in terms of school attendance, punctuality and motivation (increased attainment) and quality of life (social deprivation, behaviour and nutrition) of many children involved in the UK. (Research Excellence Framework)	2 and 5
Christian Distinctiveness Advisor to work with staff to develop the spiritual development - PDM	Church of England – Spiritual development – Interpretations of spiritual developments in the classroom (October 2019)	2

Total budgeted cost: £139,375