



St. John's CE(A) Primary School

Pupil Premium Strategy Statement

2023 - 2024

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	299
Proportion (%) of pupil premium eligible pupils	24% (72)
Academic Year that this plan covers	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs SM Bowyer
Pupil premium lead	Mr Farrell
Governor lead	Mr N Parkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,375.
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12,760.
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£141,135

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 and live out our school vision of enabling 'life in all its fullness' (John 10:10).

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
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1	Progress and attainment gap exists between pupil premium pupils and their peers. A deficit in basic skills in phonics and number can have a negative impact upon access to the wider curriculum.
2	Absence and poor punctuality, including persistent absenteeism amongst disadvantaged pupils is varied and higher than whole-school figures.
3	Increasing numbers of children joining our school lack the oracy skills that are required to thrive and make the most of their school learning experience.
4	The inequality of our disadvantaged pupils in terms of cultural capital is at risk of increasing due to cost-of-living pressures being experienced nationally. This has the potential to negatively impact upon knowledge, skills and behaviours due to reduced experiences and opportunities.
5	Due to varied factors, some disadvantaged pupils are in need of additional support to regulate their emotions and behaviours in school.

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
Progress and attainment gap between pupil premium pupils and their peers is reduced.	Gaps between disadvantaged children and their counterparts will close. Pupils basic skills in phonics and number will be in line with non-PP children.
Disadvantaged pupils are punctual, and attendance is consistently in-line with non-pupil premium pupils.	Attendance and punctuality of pupil premium children will improve, with a target of whole school attendance being 95% or above.
All pupils, including pupil premium pupils have access to explicit oracy teaching, with communication and language opportunities embedded across the curriculum.	Pupils have the oracy skills to enable them to access the broad and balanced curriculum on offer. Children will develop a love of language and will be able to use their voice to reason, negotiate, present and explore ideas to support their learning across the curriculum and prepare them for later life.
Opportunities to enhance cultural capital are embedded into the school curriculum and are accessible to all.	Pupils are exposed to a wide variety of experiences and opportunities to enhance cultural capital and are not constrained by personal financial circumstances.
Pupils have strategies and support to be able to self-regulate their emotions and behaviours in school.	Pupils have the strategies that enable them to have a positive mindset and access their learning. They can quickly self-regulate when needed to reduce disruption to their learning.

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: £ 72050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive teaching CPD for teaching staff	EEF - '5 a day' to improve SEND outcomes .	1
<i>Oracy Voice 21</i> Delivery of the Voice21 project in school to develop the provision of Oracy teaching as part of the whole school curriculum. This involves intensive CPD for the Oracy leaders and training for all school teaching staff.	EEF – Improving Literacy in Key Stage 1 – Guidance Report Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important – talking with children. Use a wide range of explicit and implicit approaches, including the teaching of vocabulary as well as modelling.	1, 3
Embed a synthetic approach to teaching phonics and early reading that is taught consistently across the school. Little Wandle scheme, training and new KS1 reading books. Coaching of staff by English Lead in conjunction with English Hub	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. Ofsted 2019: Reading books connect closely to the phonics knowledge taught when they are learning to read.	1
Reading Practise Sessions – Use of support staff to lead groups during the Little Wandle Reading sessions.	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.	1
Reading for pleasure – Raise the profile of reading for pleasure in the school through engagement in the English Hub reading for pleasure program.	DfE Reading Framework (2023) Open University – Reading For Pleasure a framework for practice (2023)	1

Peer Review Training – All subject leaders to be trained in the process of conducting Peer Review of their subject in order to effectively monitor the quality of the taught curriculum for all learners.	EEF - Putting Evidence to Work – A School's Guide to Implementation	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
OCT subject leader networks Teacher Release	EEF – Effective Professional Development Guidance Report – Effective PD builds knowledge, motivates and develops techniques and embeds practise.	1
Funded 30hrs in Nursery	“Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.” Evidence on early years – EEF Teaching and Learning Toolkit.	1-5

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

Budgeted cost: £ 11050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost – Delivering this intervention in Early Years to support early oracy development.	EEF – Teaching and Learning Toolkit – On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	3
Class teachers and support staff to deliver Mastering Number program for pupils in Reception-Y2	EEF - Improving Mathematics in the Early Years and Key Stage 1 Recommendation 2 - Dedicate time for children to learn mathematics and integrate mathematics throughout the day	1
Delivery of phonics rapid catch-up interventions: LW 7+ Rapid Catch up	EEF Teaching and Learning Toolkit – Phonics. Phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading	1

Access to online intervention and learning packages to support both learning in school and at home. TT Rockstars Numbots	EEF Homework - Homework that is linked to classroom work tends to be more effective.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 58035

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.	5
Educational visits partially funded, including residential visits for Year 6 pupils. 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.	2
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	
Continuation of 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	1,3,4,5
Funded places at the school Breakfast Club for some	Following the implementation of school breakfast clubs, teachers have reported gains in terms of school	2

disadvantaged pupils, where required in order to ensure the best start to the school day.	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)	
Zones of Regulation – Further embed this approach across the school to enable children to self regulate themselves.	EEF – Improving Social and Emotional Learning in Primary Schools. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes.	5
Enrolment on the RADY school program. Training and release for senior leaders to engage with the program.	RADY: Raising the Attainment of Disadvantaged Youngsters. RADY is an approach to closing the gaps which directly targets a school’s ‘central nervous system’ – its target setting, tracking and monitoring systems. Unlike most other strategies to close the gap, RADY is aimed at school senior managers and teachers.	1
Christian Distinctiveness Advisor to work with leaders and staff to develop the SIAMS aspect of spiritual development and further develop the whole school vision.	Church of England – Spiritual development – Interpretations of spiritual developments in the classroom (October 2019)	5

Total budgeted cost: £ 141,135