



# St. John's CE(A) Primary School

## Pupil Premium Strategy Statement

### 2024 - 2025

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	286 (including Nursery)
Proportion (%) of pupil premium eligible pupils	26.9 (including Nursery)
Academic Year that this plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs SM Bowyer (HT)
Pupil premium lead	Mr Farrell
Governor lead	Mr N Parkes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,800
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>	£5, 417
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£125,217</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our school community is dedicated to meeting the pastoral, social and academic needs of our pupils 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).

When making decisions about using the pupil premium funding, St John's considers the:

- needs of the school
- its context
- and specific challenges we face.

Alongside this, we have grounded our decisions in research, conducted by the Education Endowment Fund (EEF). Some of the common barriers to learning for disadvantaged pupils, at St John's are:

- speech and language
- low entry data
- Special Educational Needs and Disabilities

We will ensure that all teaching staff are involved in analysing of data and identification of pupils, so that we are fully aware of strengths and weakness, across the school.

### **Our principles:**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that evidence-informed, high-quality teaching is our first priority in addressing the needs of all pupils
- We believe that disadvantaged does not mean deficient, so 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 making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

### **Demography and School Context:**

St. John's Church of England (Aided) Primary School is located on the edge of the city of Stoke-on-Trent in Trent Vale. It is one and a half form entry school, with 286 pupils on roll.

Stoke-on-Trent is ranked 13 out of 317 local authorities in terms of deprivation, with over 50% of the city's residents in the two most deprived deciles. This means that 5 out of every 10 people in Stoke-on-Trent are living in the most deprived areas of the country (compared to 2 out of 10 nationally). 18% of households in the city are categorised as workless households, higher than both regional and national data.

St. John's is situated in the Springfields and Trent Vale Ward within Stoke-on-Trent local authority district. The location of the school is ranked amongst the 30% most deprived neighbourhoods in the country (2019 index of multiple deprivation). Whilst many of our pupils come from the area immediately surrounding the school, it is important to note that some pupils travel to us from elsewhere in the city.

The area is in the 20% most deprived neighbourhoods in the country in terms of Income deprivation affecting childhood index (IDACI) and the health deprivation and disability domain.

The majority of pupils (68.2%) are from a diverse range of minority ethnic backgrounds, the largest being those of Indian heritage (23.1%). A high number of our pupils (45%) have a first language other than English and this is much higher than the national percentage (22.8%).

#### **Ultimate Objectives:**

- To narrow the gap between disadvantaged and non-disadvantaged children in statutory assessments and also in internal school assessments.
- For all disadvantaged pupils to exceed national expected progress, in order to achieve aged-related/expected, at the end of Year 6, therefore achieving a good pass in GCSE English and Maths, at the end of secondary school.

#### **Achieving These Objectives:**

- Embedding evidence informed practice into classrooms, to improve quality first teaching
- Subsidising activities, educational visits and residentials to ensure all children get access to quality first-hand experiences, which enhance their learning
- Small group evidence informed interventions to overcome gaps in learning.
- Accelerating progress (moving children to at least age-related expectations)

***"I have come that you may have life in all its fullness"***

John 10:10

## **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 exists between pupil premium pupils and their peers. A deficit in basic skills in phonics has a negative on reading and writing as pupils progress through the school.
2	Absence and poor punctuality, including persistent absenteeism amongst disadvantaged pupils is higher than whole-school and non-pupil premium groups (23/24 Whole School Attendance = 94.3%, Pupil Premium Attendance 91.1%, Whole school target = 96%)
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 increasing due to national cost-of-living. This is having a negative impact upon the knowledge, skills and behaviours of our pupils due to reduced experiences and opportunities.

## 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 attainment in phonics and early reading in Key Stage 1	Quality delivery of phonics teaching and guided reading. Improved achievement in the phonics screening check. Improved progress in reading from KS1 through the school.
Improved attainment in writing	Assessments and observations show an improvement in writing skills. This will be a triangulation of evidence from: observations, book scrutiny and internal/external writing moderation
Disadvantaged pupils are punctual, and attendance is consistently in-line with the whole school attendance figures.	Attendance and punctuality of pupil premium children will improve, closing the gap between PP attendance and whole school attendance figures (whole school attendance target = 96%).
Improved outcomes in spoken language skills and vocabulary development.	Assessments and observations show an improvement in oracy and vocabulary skills. This will be a triangulation of evidence from: observations, spoken language/vocabulary

	in lessons, book scrutiny and formative assessment
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.

## 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: £ 62608.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b></p> <p>Continued whole school staff professional/subject leadership development around teaching of Phonics – Little Wandle Letters and Sounds to secure high-quality teaching and interventions for all pupils.</p> <p>Coaching of staff by Reading Lead in conjunction with English Hub</p> <p>Development of a whole school reading spine (purchase of books)</p> <p>Reading Practise Sessions – Use of support staff to lead groups during the Little Wandle Reading sessions.</p>	<p>Phonics approaches have a strong evidence basis, which indicate a positive impact on accuracy of word reading, particularly for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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> <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><b>Teaching and Learning</b></p> <p>Enhanced teaching of Maths and Writing in line with DfE and EEF guidance.</p> <p>Funding release time to embed key pedagogy and strategies – Walkthru Pedagogy CPD in CPD Triads across the school using the ADAPT approach.</p> <p>NCETM Lesson studies on the Mastery Approach</p> <p>Subject leader networks Teacher Release</p>	<p>The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a>  <a href="https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-guidance/">https://www.ncetm.org.uk/classroom-resources/training-materials-for-dfe-mathematics-guidance/</a>  <a href="https://writing4pleasure.com/what-is-it-writing-for-pleasure-teachers-do-that-makes-the-difference-research-report/">https://writing4pleasure.com/what-is-it-writing-for-pleasure-teachers-do-that-makes-the-difference-research-report/</a></p> <p>EEF – Effective Professional Development Guidance Report – Effective PD builds knowledge, motivates and develops techniques and embeds practise.</p>	<p>1</p>
<p><b>Oracy and Language Development</b></p> <p><i>Oracy Voice 21</i></p> <p>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.</p> <p>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.</p>	<p>EEF – Improving Literacy in Key Stage 1 – Guidance Report</p> <p>Language provides the foundation of thinking and learning and should be prioritised.</p> <p>High quality adult-child interactions are important – talking with children.</p> <p>Use a wide range of explicit and implicit approaches, including the teaching of vocabulary as well as modelling.</p> <p>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.</p>	<p>3</p>
<p><b>Nursery Provision</b></p> <p>Funded 30hrs in Nursery</p>	<p>“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.</p>	<p>1-4</p>

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

Budgeted cost: £31,608.50

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  LW Keep 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 MathsFlex	EEF Homework - Homework that is linked to classroom work tends to be more effective.	1 and 4

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Educational visits partially funded, including residential visits for Year 6 pupils.</p> <p>School minibuses to allow pupils to attend local visits and sporting activities.</p>	<p>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.</p>	4
<p>DHT and HT to work with Home-School Link Worker and EWO to improve the attendance of PP children.</p>	<p>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.</p> <p>The government expects schools to: Promote good attendance and reduce absence. Act early to address patterns of absence</p>	2
<p>VIP education commissioned to provide EWO service to work alongside school staff in order to remove barriers to attendance of PP pupils.</p>		
<p>Continuation of forest school provision as part of the whole-school curriculum.</p>	<p>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.</p> <p>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.</p> <p>In addition, the <a href="#">Forestry Commission</a> have put together a report highlighting the importance of outdoor learning opportunities for pupil's health and wellbeing</p>	4
<p>Funded places at the school Breakfast Club for some disadvantaged pupils, where required in order to ensure the best start to the school day.</p>	<p>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)</p>	2 and 4
<p>Delivery of the RADY program across the school.</p>	<p>RADY: Raising the Attainment of Disadvantaged Youngsters.</p> <p>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.</p>	1 and 4

**Total budgeted cost: £125,217**