

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Primary school |
| Number of pupils in school | 204 |
| Proportion (%) of pupil premium eligible pupils | 13.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2027/28 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Therese Pullan, Headteacher |
| Pupil premium lead | Therese Pullan, Headteacher |
| Governor lead | Sonia Shah-Simmons, Governor for PP |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £34,157.00 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £34, 157.00 |

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

When creating our PP Strategy, we recognise the importance of considering research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies. As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students.' 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through personalised high quality intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- develop strong parental engagement and effective relationships with parents.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | SEMH- children are displaying more social, emotional, and mental health issues. We see this in their behaviours, friendships and discussions with parents. |
| 2 | Reading - assessments show that disadvantaged pupils in KS1 are not achieving as well as peers in reading and this needs to be improved. |
| 3 | Writing- assessments show that disadvantaged pupils are not achieving as well as peers and writing is an area across the school that needs to be improved. |
| 4 | Attendance- attendance monitoring shows disadvantaged pupils have lower attendance than peers |
| 5 | Financial barriers at home- families are unable to access technology, uniform or access clubs and trips when enrich the curriculum for all children. |

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 |
|---|--|---|
| 1 | Improved phonics attainment among disadvantaged pupils. | Disadvantaged pupils show improvement in phonics score and will pass Year 1 or retake in Year 2 |
| 2 | Improved reading attainment and progress for disadvantaged pupils at the end of KS2 | Disadvantaged pupils show improvement in reading attainment and progress. |
| 3 | Improved writing attainment and progress for disadvantaged pupils at the end of KS2 | Attainment and progress of disadvantaged pupils is at least in line with peers. |
| 4 | To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, including pupil surveys and parent surveys and staff observations, particularly during unstructured times in the school day. |
| 5 | To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Attendance of disadvantaged pupils is above 95% |
| 6 | To ensure access to rich and varied opportunities for all children, particularly our disadvantaged children, within and beyond the curriculum. | Evidence of disadvantaged children participating in enrichment activities through curriculum and extracurricular activities to broaden their experience and build cultural capital. |

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: £ 3,520

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continue developing a varied and ambitious knowledge-rich curriculum | You should continue to teach a broad and balanced curriculum in all subjects. This includes what pupils learn from wider experiences such as educational visits and visitors to the school. | 1, 2, 3, 4, 5, |
| Embed Little Wandle resources and pedagogy, (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2,3, 4 |
| Additional Catch-up sessions targeted at disadvantaged pupils who require further phonics support. | Identifying the needs of individual pupils for additional phonics, reading and communication/language. Using the prescribed assessment. 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 | 2,3, |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1 |
| Use assessments to track pupil progress, identifying gaps to address areas for development | 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 2,3, |

| | | |
|---|---|----------|
| Continue to embed self-regulation strategies. | Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. | 1,2,3,4 |
| Continue to Embed 'Rosenshine' principles and self-regulation approaches across the whole curriculum | Rosenshine's principle emphasises the importance of giving students sufficient time to practise retrieval, ask questions, and get the desired help. Students must not stop after learning the information once, they must continue to rehearse it by summarising, analysing, or applying their knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | |
| Embed the use of immediate feedback given to children | EEF identifies that immediate feedback has a +6 months impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback "There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective." | 1,2,3, |
| CPD for staff for staff using language link or other SALT programmes as recommended by professionals. | Identifying children's language needs early and providing them with targeted language support ensures they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills | 1, 2, 3, |

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

Budgeted cost: £ 10,928

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Maths specialist targeting disadvantaged pupils who require maths support | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, Small group tuition Toolkit Strand Education Endowment Foundation EEF 1 2 3 4 7 including those who are high attainers | 1 |
| Curriculum Support Staff | Support staff to support disadvantaged pupils in class. | 1,3 |
| Small group and individual personalised sessions to target those that have fallen behind ARE. | Small group personalised learning is most likely to be effective when targeted at pupil's specific needs. EEF, Small group tuition, average 4+ months impact. "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted | 1,2,3,4 |

| | | |
|--|--|---------|
| | academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.” | |
| Embedding language link intervention and SALT advice | Identifying children’s language needs early and providing them with targeted language support ensures they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills | 1, 2, 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 2, 3 |

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

Budgeted cost: £ 17,182

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To improve and support SEMH across the school for all children. | SEMH support assistant to use SDQ and other questionnaires completed before and after sessions show improvement in SEMH in school and home. Regular reviews to evaluate progress and improve links between child – home- school Provide nurture room provision for children who may need it. ZOR- children are regulated and ready for learning. Survey’s completed before and during ZOR input. | 1 |
| To improve attendance across the school with particular focus on disadvantaged pupils | SEMH support assistant and Head Teacher to work with families to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 2, 3, 4,5, |
| To improve friendship issues that may arise during break and lunchtimes. | Peer mediators’ scheme- enabling children in Year 6 to take on the role of peer mediators, helping children to resolve conflict through conversations. Reduction in amount of friendship issues that occur during lunchtimes | 1 |
| To ensure funding is available for children | Children are able to take part in all aspects of school life. | 5 |

| | | |
|---|--|---------|
| to take part in clubs and trips. | EEF Arts, average 3+ months impact. | |
| Subsidising of school trips | Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills. | 5 |
| To implement the Resilience Toolkit using a Whole School Approach | It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning (1,2) as well as their physical and social health and their mental wellbeing in adulthood https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing | 1, 2, 3 |
| Music Sessions: 1:1 and small group music lessons | EEF Arts, average 3+ months impact. | 4, 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | all |
| Personal budgets | | |

Total budgeted cost: £31,630

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 2023/2024 suggested that the performance of our Pupil Premium continues to need a strong focus particularly in the areas of reading and writing.

Reading

| Reading | July 2023 | | | | July 2024 | | |
|----------------------|-----------|-----|-----|----------------------|-----------|-----|-----|
| | WTS | EXS | GDS | | WTS | EXS | GDS |
| Year 1 (2 pupils) | 50% | 50% | 0% | Year 1 (2 pupils) | 50% | 50% | 0% |
| Year 2 (3 Pupils) | 0% | 0% | 33% | Year 2 (3 Pupils) | 67% | 0% | 33% |
| Year 3 (5 Pupils) | 20% | 40% | 40% | Year 3 (4 Pupils) | 75% | 25% | 0% |
| Year 4 (6 pupils) | 0% | 50% | 50% | Year 4 (6 pupils) | 34% | 33% | 33% |
| Year 5 (3 Pupils) | 0% | 67% | 33% | Year 5 (4 Pupils) | 0% | 50% | 50% |
| Year 6 (5 Pupils) | 20% | 80% | 0% | Year 6 (3 Pupils) | 0% | 67% | 33% |

The end of year 2024 phonics screening check data showed all pupil premium children met the pass rate. We recognise that the picture is more complex as there are additional factors which affect the outcomes including children with SEN and small cohorts of pupil premium children. We continue to embed the Little Wandle Scheme across EYFS/KS1 and the consistency in approach is having a positive impact. The regular assessments enable us to identify who needs further intervention which is delivered by a phonics specialist.

Ofsted (April 2023) commented, ‘Leaders train staff to deliver the phonics programme with consistency. Pupils learn to read with confidence through a structured programme that starts in Reception. Any gaps are quickly identified, and highly skilled adults provide support so pupils can catch up quickly if they fall behind. As pupils progress through the school, they continue to develop their fluency and comprehension skills and read well with understanding. Leaders promote a love of reading.’

Writing

| Writing | July 2023 | | | | July 2024 | | |
|----------------------|-----------|------|-----|----------------------|-----------|-----|-----|
| | WTS | EXS | GDS | | WTS | EXS | GDS |
| Year 1 (2 pupils) | 50% | 50% | 0% | Year 1 (2 pupils) | 100% | 0% | 0% |
| Year 2 (3 Pupils) | 100% | 0% | 0% | Year 2 (3 Pupils) | 67% | 33% | 0% |
| Year 3 (5 Pupils) | 20% | 60% | 20% | Year 3 (4 Pupils) | 100% | 0% | 0% |
| Year 4 (6 pupils) | 0% | 75% | 25% | Year 4 (6 pupils) | 34% | 50% | 17% |
| Year 5 (3 Pupils) | 0% | 100% | 0% | Year 5 (4 Pupils) | 0% | 75% | 25% |
| Year 6 (5 Pupils) | 20% | 80% | 0% | Year 6 (3 Pupils) | 0% | 67% | 33% |

Behaviour

The behaviour policy, which recognises barriers to positive learning behaviours and strategies to address these, has been implemented across the school. Self-regulation strategies are now in place and this continues to have a positive effect on not only behaviour but behaviour for learning. We recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. Restorative conversations take place for children who have dysregulated in the day. This approach enables our pupils to learn from their behaviour and crucially, separates the behaviour from the child, as a protective factor for their mental health. We have further embedded the work on our behaviour policy, including thinking about the impact

of positive relationships on children's attainment and attendance. We will continue to work on this as positive relationships with vulnerable children are key. We are also looking at setting up a nurture provision for specific children who would benefit from this as identified by staff.

Ofsted (April 2023) commented that, '*Pupils enjoy coming to school. They talk with pride about the fact they know everyone's name and get on well together. Pupils are encouraged to take responsibility for their own actions and choices. As a result, they demonstrate positive attitudes to their learning. Pupils behave well in lessons and around school. Bullying happens rarely. Pupils say this is because it is not tolerated.*' In addition, *Staff have high expectations for pupils' behaviour. Right from the start, in the early years, staff establish routines that are followed consistently. Throughout the school, pupils behave well, are kind to each other and are polite. Pupils concentrate well in lessons, allowing learning to continue without disruption. At playtimes and lunchtimes, they play happily together.*

Wider Opportunities

Despite 100% of clubs being available to pupil premium children, only 55% of pupil premium children attend school based clubs. This has led to a change of strategy. Each family has met with the Pupil Premium leader to work in partnership to discuss how the funding can best improve the academic, social and emotional progress for their child. Parents voiced that accessing clubs for many was due to financial barriers. In the new strategy, pupil premium children will have priority places in clubs and this will be funded by school to ensure equal access for all. This approach allows for a more individualised and personalised plan for each child and family. We are continuing with this approach for the next year and will then review again.

Financial support has continued to enable access to music, trips abroad to Normandy, PGL, adventure centres, theatre performances and a wide range of enrichment activities which build cultural capital.

Children working with the maths specialist continue to show accelerated progress to match the attainment of their non-pupil premium peers and their outcomes are in line with age-related expectations at the end of Key Stage 2.

Development in pedagogy using Rosenshine principles has ensured that teaching is of high quality, allowing learning to be broken into smaller steps with opportunities to consolidate and challenge learners.

Attendance

| | 2021-2022 | 2022-2023 | 2023-2024 |
|----------------|-----------|-----------|-----------|
| Pupil Premium: | 91.99% | 93.59 | 92.0% |

| | | | |
|--------------------|--------|-------|-------|
| Non Pupil Premium: | 94.44% | 96.16 | 95.2% |
|--------------------|--------|-------|-------|

Attendance has dropped slightly this year and is as such we are monitoring it more closely to identify any trends that we can help with. Our SEMH assistant offers meetings with those families whose attendance is lower than expected to see if there is any support we can give them. We also have some children who are on a part time timetable due to individual needs. We have identified some children who would benefit from EBSA course and this is being implemented with those children, their attendance has shown some slight improvement. As pupil premium attendance overall is lower than non-pupil premium peers, attendance continues to be a focus in our current 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 |
|-----------|----------|
| | |
| | |