

Pupil premium strategy statement – St John’s Church School



In June 2019, the EEF published a new guide on the Pupil Premium. The [The EEF Guide to the Pupil Premium](#) which aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends schools take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for Early Career Teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium Strategy as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social & emotional support.

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.

The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school’s action.

See link for further information:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

School overview

Detail	Data
Number of pupils in school	463 (including 60 at preschool)
Proportion (%) of pupil premium eligible pupils	45% (not including preschool)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021 - Aug 2024
Date this statement was published	November 2021
Date on which it will be reviewed	August 2024
Statement authorised by	Mrs C Firth
Pupil premium lead	Miss L Marriott
Governor / Trustee lead	Mr S Reed

Funding overview

Detail	2021 - 2022	2022 - 2023	2023 - 2024
Pupil premium funding allocation this academic year	£262,240	£240,270.00	£266,200
Recovery premium funding allocation this academic year	£27,840	£25,629.00	£25,629
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	-£1,124.10	£0.00	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£288,955.90	£265,899.00	£291,829

Part A: Pupil premium strategy plan

Statement of intent

At St John's Church School, we work hard to ensure all children do their very best. Our data shows that children make really good progress throughout their school life. We make certain that our approach to learning delivers year on year improvement. All children have the right to this success. The precision of the teaching reflects the needs of the children.

We aim, over time spent in St John's, for more pupils to end each academic year 'At Age Expected' standard or 'Above'. To achieve this, we aim to work on academic and social & emotional barriers that may hold their learning back. As a school, we intend to develop enrichment opportunities for our disadvantaged pupils so that they can experience all possible 'life-chances' for themselves.

Our key principles, based on the EEF research:

- To close the gap between PP and non-PP pupils by the end of the academic year for phonics, reading and maths we use laser-sharp analysis to ensure that every child 'keeps up'. There are precise teaching and learning opportunities to ensure this. Children's progress is tracked and reviewed regularly - quality first teaching in class ensures children are getting the best education they can at all times.
- To unpick and support the well-being barriers for children through small group work, one-to-one support and whole class nurture using our STRIVE support network. To use adults and child-led referrals for this additional support and to monitor the impact it has: tailoring it to ensure it meets need and delivers
- To ensure that disadvantaged children are not held back in their learning by not having the 'life' opportunities open to other children their age: to enrich their lives through experiences, trips and visitors.

Challenges

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

Challenge number	Detail of challenge
1	To track the provision of our disadvantaged SEND children carefully and ensure their provision enables them to meet their personalised targets.
2	There is an attainment gap for children who are PP against those who are not PP throughout KS1 and KS2 in reading and maths, tracked by PiXL and National assessments. By the end of KS2, this gap closes, and in 2021 PP children outperformed Non-PP.
3	Parental support / engagement in learning at home: less homework support / reading at home / times tables practise at home. This can be developed through adult support in school and developing community engagement projects (parental information meetings).
4	Gaps in writing for PP across the school are significant in KS1 and reduce by the end of KS2. Greater support is needed for disadvantaged pupils in KS1.
5	Following analysis of 'Thrive' statements, key issues regarding 'expressing difficulties', 'acknowledging uncomfortable and vulnerable feelings' and 'can recognise when using power inappropriately' for children in KS1 and lower KS2. Strategies needed to embed resilience,

	discussing negative feelings and supporting pupils through challenging situations to find a way out. Alongside this, finding strategies to promote children's pride in their work.
6	There is a gap between Pupil Premium and non-Pupil Premium children in phonics.
7	EYFS data showed a significant gap between Pupil Premium and non-Pupil Premium children in the end of year GLD data

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
To set high expectations for disadvantaged pupils in phonics Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception – RWI data, Year 1 & 2 – RWI and the phonics screening data)
To set high expectations for disadvantaged pupils in reading. Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception & Year 1 to use TA and RWI data, Year 2 - Year 6 to use PIXL, REN Learn and WPM data).
To set high expectations for disadvantaged pupils in maths Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception & Y1 use TA data, Y2 to Y6 to use PiXL data).
To set high expectations for disadvantaged pupils in writing Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show good progress (writing moderation across school).
Track disadvantaged SEND children carefully to ensure they have all made progress during the year.	IEP targets would show that at least 80% of children have made progress when RAG rated at the end of each term. Assessments at the level of the pupil should show that they have made progress in learning from Aut2 to Sum2 (reading age, maths age, spelling age KS2 / sound knowledge KS1).
To break down well-being barriers to learning for children. To have identified the emotional and social need to put clear support in place so they are ready to learn in lessons. Power and Identity (KS1 & Y3)	Develop a positive sense of self and understanding self and others. Discovering different roles and relationships with others. Understand consequences of their behaviour and are familiar with social expectations. Learn about their own and others' way of doing things - to develop new skills. Child or young person takes

Skills and Structure (KS2)	<p>pleasure in thinking about different ways of doing things and acquiring new skills.</p> <p>Children show progress in TA or PIXL from Aut2 to Sum2</p> <ul style="list-style-type: none">● Reading - 96% expected progress+; 53% more than expected progress● Writing - 98% expected progress+; 51% more than expected progress● Maths - 98% expected progress+; 58% more than expected progress <p>There are less behavioural incidents for children which have stopped them learning. Over the year, incidents should drop by 50% for these children.</p>
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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: £104,081.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes in Year 2, Year 4, Year 5 and Year 6	<p>DfE report: supporting the attainment of disadvantaged pupils: articulating successes and good practice. nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>Quality First Teaching across all curriculum areas, including smaller phonics groups allowing staff to address misconceptions and move learning on faster. This will also enhance and develop the quality of feedback given.</p> <p>Reducing class sizes (+3 months - EEF Toolkit) Feedback (+8 months - EEF Toolkit)</p>	2 & 4
Assistant SENCO and SENCO	<p>To develop a robust system for analysing SEND data and provide training for staff to ensure the provision in classrooms meets their needs</p> <p>Individualised Instruction (+3 months - EEF Toolkit) Teaching Assistants (+2 months - EEF Toolkit)</p>	1
Thrive training & staffing	<p>Quality training for well-being to ensure each practitioner is fully accredited within school supporting the needs of all pupils</p> <p>Social & Emotional learning (+4 months - EEF Toolkit)</p>	5

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

Budgeted cost: £116,982.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Standards teacher: Year 4 (SN) (Y2 Phonics, reading and maths)	Targeted, planned small group and one to one work with an adult using specialist programmes to support children in keeping up with class expectations. Timetabled and regular support available to build key skills in line with with class work as well as confidence. Assessed before starting and accountable for progress throughout the programme. Reading Comprehension Strategies (+6 months - EEF Toolkit) Small Group Tuition (+4 months - EEF Toolkit) Feedback (+8 months - EEF Toolkit)	2, 3, 4 & 6
Raising Standards teacher: Year 6 (TP) (Reading and maths)	Providing individual and small group support for 'keep up, not catch up' rhetoric in English and maths. This provision has been incredibly successful in the past. Small Group Tuition (+4 months - EEF Toolkit) One to One Tuition (+5 months - EEF Toolkit) Feedback (+8 months - EEF Toolkit)	2, 3 & 4
Academic Mentoring (MB)	To provide quality, targeted teaching in small groups and one to one in KS2. To target both middle and high attainers. Small Group Tuition (+4 months – EEF Toolkit) One to One Tuition (+5 months – EEF Toolkit) Feedback (+8 months - EEF Toolkit)	2, 3 & 4
Tutoring (Range of TAs)	To provide quality, targeted teaching in small groups and one to one for Year 1, 2, 3 and 5 to ensure they are ready for secondary school before and after school. To target both middle and high attainers. Small Group Tuition (+4 months – EEF Toolkit) Feedback (+8 months - EEF Toolkit)	2, 3, 4 & 6
Teacher led tutoring	To provide quality, targeted teaching in one to one and small group situations for Year 6 to ensure they are ready for secondary school in after school sessions. To target both middle and high attainers Small Group Tuition (+4 months – EEF Toolkit) One to One Tuition (+5 months – EEF Toolkit) Feedback (+8 months - EEF Toolkit)	2,3 & 4
EYFS Interventions	Quality First Teaching is provided through experienced practitioners in small groups for key identified areas through continuous assessment for learning to enhance their planned classroom provision. Structured small group learning will be designed to close gaps in learning throughout the day and targeting will be fluid to ensure all learners' needs are met appropriately. <ul style="list-style-type: none"> - fine motor skills - phonics (fast track tutoring) - letter formation - Writing - 1 to 1 correspondence and recognition up to 10 - number formation Small Group Tuition (+4 months – EEF Toolkit) One to One Tuition (+5 months – EEF Toolkit) Phonics (+4 months - EEF Toolkit)	6 & 7

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

Budgeted cost: £45,136.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Provision	<p>Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened.</p> <p>Social and Emotional learning (+4 months - EEF Toolkit)</p>	5
Forest school / Outdoor Education (Gardening Club)	<p>Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Use of whole class Outdoor Education available to build confidence and self esteem as well as building self-awareness and choice. One to One Forest School for nurture.</p> <p>Social and Emotional learning (+4 months - EEF Toolkit)</p>	5
Family Liaison	<p>Research shows links to developing sleep, hydration and nutrition and the key part they play in the acquisition of learning. Our Family liaison works with parents to build strong relationships to develop this knowledge and build improvements in learning, including lowering of emotional barriers.</p> <p>Parental Engagement (+4 months - EEF Toolkit)</p>	3 & 5
Music Therapy	<p>Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Confidence is gained through exploring a different skill</p> <p>Arts Participation (+3 months - EEF Toolkit)</p>	5
PE Mentoring	<p>Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Links with better fitness and concentration levels when in class are addressed through a positive relationship with exercise and health.</p> <p>Sports participation (+3 months - EEF Toolkit)</p>	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage performance data, phonics check results and our own internal assessments. Data from the tests and assessments suggest that disadvantaged pupils by the end of KS1 still under-perform compared to non-disadvantaged pupils. By the time they reach the end of KS2, these gaps are closing and over 73% of disadvantaged pupils reach expected standard or above for combined reading, writing and mathematics.

Intended outcome	2023 outcomes
<p>To set high expectations for disadvantaged pupils in phonics</p> <p>Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<p>EYFS RWI data: 16/19 pupils at EXS+ (84%) (non-pp 22/30 (73%))</p> <p>Year 1: 18/25 passed phonics check (72%) Non-PP 27/30 90% National Average</p>
<p>To set high expectations for disadvantaged pupils in maths</p> <p>Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<p>EYFS start: PP 10/19(53%) NonPP 15/30 (50%) EYFS end: PP 19/19 (100%) NonPP 27/30 (90%)</p> <p>Year 2 start: PP 5/19 (26%) NonPP 4/16 (25%) Year 2 end: PP 16/19 (85%) NonPP 14/17 (83%)</p> <p>Year 6 start: PP 11/24(46%) NonPP 12/24(50%) Year 6 end: PP 24/24 (100%) NonPP 23/24(96%)</p>
<p>To set high expectations for disadvantaged pupils in writing</p> <p>Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<p>EYFS start: PP 7/19(37%) NonPP 10/30 (33%) EYFS end: PP 18/19 (95%) NonPP 24/30 (80%)</p> <p>Year 2 start: PP 5/19 (26%) NonPP 5/16 (31%) Year 2 end: PP 15/19 (79%) NonPP 15/17 (89%)</p> <p>Year 6 start: PP 10/24(42%) NonPP 12/24(50%) Year 6 end: PP 24/24 (100%) NonPP 24/24(100%)</p>
<p>Track disadvantaged SEND children carefully to ensure they have all made progress during the year.</p>	<p>IEP targets- Rag rating</p> <p>Assessments at the level of the pupil should show that they have made progress in learning from Aut2 to Sum2 (reading age, maths age, spelling age KS2 / sound knowledge KS1).</p>
<p>To break down well-being barriers to learning for children. To have identified the emotional and social</p>	<p>Develop a positive sense of self and understanding self and others. Discovering different roles and</p>

<p>need to put clear support in place so they are ready to learn in lessons.</p> <p>Power and Identity (KS1 & Y3)</p> <p>Skills and Structure (KS2)</p>	<p>relationships with others. Understand consequences of their behaviour and are familiar with social expectations.</p> <p>Learn about their own and others' way of doing things - to develop new skills. Child or young person takes pleasure in thinking about different ways of doing things and acquiring new skills.</p> <p>Children show progress in TA or PIXL from Aut2 to Sum2</p> <p>There are less behavioural incidents for children which have stopped them learning. Over the year, incidents should drop by 50% for these children.</p>
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