

Pupil premium strategy statement 2024-25

Pupil premium strategy statement 2024 - 2025 This statement details our school's use of pupil 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.

School overview

Detail	Data
School name	St John the Evangelist CE Primary School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	51 pupils (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M Harrison
Pupil premium lead	Mrs C Wilby
Governor / Trustee lead	D Tomlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71 295
Recovery premium funding allocation this academic year	£5060
Pupil premium funding carried forward from previous years	£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	£76, 355

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. 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. We will also use focused support, curriculum enrichment and pastoral care to achieve the aims laid out below:

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. (ensuring they make good progress from relative starting points)
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social, mental and emotional well-being and to develop resilience.
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our aims:

In order to achieve our aims and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
 - Provide targeted intervention and support to address identified gaps in learning.
 - Target funding to ensure that all pupils have access to trips, residentials and first-hand learning experiences.
 - Provide opportunities for all pupils to participate in enrichment activities.
 - Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
 - Adopt a whole school approach in which all staff take responsibility for Disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments indicate that reading/writing/SPAG attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is due to gaps in phonological awareness, and basic comprehension skills, limited vocabulary and sentence structures.</p> <p>Assessments indicate that MATHS attainment among disadvantaged pupils is below that of non-disadvantaged pupils although the gap is smaller; we think this is due to use of disadvantaged funding already. They do not have a firm understanding of number and lack the ability to recall basic number facts.</p>
2	14 children eligible for Pupil Premium funding are also on our SEND register.
3	The emotional well-being of our disadvantaged pupils continues to be a barrier to learning. Most of our children eligible for Pupil Premium require some additional support / intervention in this respect.
4	Due to financial constraints, some children are unable to access some extracurricular activities that may improve their self-esteem, cultural capital and feeling of inclusion. Our children eligible for Pupil Premium funding will need financial assistance to access all of our enrichment/curriculum activities.
5	A proportion of our disadvantaged children have poor attendance and need to be supported attending on time or regularly.

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
<p>Reading/Writing/SPAG</p> <p>Pupil will acquire better phonics knowledge, comprehension skills and have the ability to construct clear sentences.</p>	At least 50% of pupils will achieve the age related expectations in writing and reading (to be in line with national)
<p>Maths</p> <p>Improved maths attainment by the end of KS2 for disadvantaged pupils</p>	At least 60% (or at least in line with national thresholds) of pupils achieve the age related standard in mathematics.
<p>SEND</p> <p>Pupils with SEND make good or better progress</p>	Termly reviews of SEND support plans, EHCP and PEPs indicate good or better progress from identified starting points for all children.

<p>SEMH</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Using Zones of Regulation, nurture groups and forest school</p>	<p>Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>Enrichment</p> <p>Pupils will have the opportunity to experience a wide range of extracurricular activities.</p>	<p>Pupils will attend all educational trips, residentials and, where appropriate, have access to after school clubs/extracurricular activities</p> <p>School uniform to allow them to be part of our school community</p>
<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>80% of disadvantaged pupils achieve a 95%+ attendance for 24-25</p>

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: £ 43,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small teaching groups to support progress in maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We have invested in fluency bee by WRMH</p> <p>In addition to lead teacher accessing elements of guidance to access Maths Hub resources and CPD</p> <p>Maths interventions: TT Rockstars, Numbots, pre-teaching, bespoke intervention + in class support</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Use of TAs to provided streamed maths groups across school or smaller targeted groups.</p> <p>EEF indicates moderate impact for small group intervention (+4 months).</p>	<p>2.3.4</p>

Purchase extra maths equipment to supplement the CPA approach, (£100)	EEF indicates moderate impact for digital technologies (+4 months)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School 1:2 Tutoring – employed teacher within school £	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 6 cohort need support to address gaps in maths, reading and writing. This year group has suffered significant impact, partially due to Covid. This target has already had significant impact seen in our data; We aim to continue this trend. This in turn has an impact on our SEND children.</p>	2, 5
<p>English Lead and EYFS lead are involved in an English hub.</p> <p>Cost impact £0 – The impact cost was the previous year and so this year we can continue to feel the impact within school</p> <p>Speech and Language intervention EYFS</p>	<p>EEF (+4)</p> <p>Language provides the foundation of thinking and learning and should be prioritised. The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap.</p> <p>There is a pattern year on year that when boys, particularly disadvantaged join us in reception they have lower, literacy and language skills. This is even more significant this year, more than likely the impact of Covid.</p> <p>Oral language interventions are recognised as an effective tool to help children progress. Oral</p>	1.3

	<p>language interventions EEF (+6 months).</p> <p>Our EYFS lead is involved in early language course and how we can support in school. English lead in promoting reading across school. They should be able to bring strategies back to drive school improvement for all especially our disadvantaged children. This in turn has an impact on our SEND children.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral lead within school 4 days per week.</p> <p>Zone of regulation training for lead staff, staff and TAs then roll out to the whole school over the next 12 months.</p> <p>£1000 (resources, training time)</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Our school worship themes massively support the children in creating better relationships too.</p> <p>The employment of an attendance office will support specific disadvantaged children and their parents to ensure they have the tools in place to access school all the time.</p> <p>Our pastoral lead is able to work with children and families to help support SEMH. She is able to run workshops, work individually with children and families to in turn improve mental well-being and support attendance.</p> <p>All staff have had Zone of regulation training. In addition to the lead trainer, head, and behaviour lead, This will have a major roll out</p>	<p>1, 4, 5, 6</p>

	in January to go alongside our behaviour policy. The aim is to educate all children in emotional regulation and support them in building good self-esteem for their mental health.	
<p><i>Increased range of enrichment activities offer across school</i></p> <p><i>£500 for school uniform</i></p> <p><i>£3000 for trips and events.</i></p> <p><i>£500 for emergency support e.g. food parcels</i></p>	<p>EEF indicates moderate impact for social and emotional interventions. We understand that extra-curricular activity can help promote a love of learning, improve social skills, self-esteem, a sense of community and a feeling of self-worth. It also ensures that all of our children can access every school activity</p> <p>We feel providing disadvantaged children with as many of these enrichment opportunities is important. We provide additional funding for these children on educational based visits based on circumstances. Visits and residential trips work to enrich the curriculum and it is vital that all children are able to access them. 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. (EEF)</p> <p>Disadvantaged children are also encouraged to take up the broad range of out of school clubs that we offer. Staff will liaise with parents to encourage sign up.</p> <p>Uniform support to be provided for new joiners.</p>	4,5
<p><i>Forest School</i></p> <p><i>No additional cost in terms of staffing as this is already run within school.</i></p> <p><i>£500 towards resourcing</i></p>	<p>Our school woodlands are extensive and we have offered a Forest School, led by a trained teacher, for many years. Our Forest School's programme is based on a fundamental respect for children and their capacity to instigate, investigate and maintain curiosity for the world around them. It seeks to improve children's self-awareness, self-regulation, self-motivation, empathy and social skills. Evidence based research PowerPoint Presentation</p>	
<p>Embedding principles of good practice set out in the DfE's Working</p>	<p>The DfE guidance has been informed by engagement with schools that</p>	

<p>Together to Improve School Attendance advice. This will involve training and the implementation of new procedures.</p> <p>Attendance Officer appointed to work over the weeks to analyse attendance and contact low attenders.</p> <p>£2,200</p>	<p>have significantly reduced levels of absence and persistent absence.</p>	
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Part B: Review of outcomes in the previous academic year

See separate document of spending review from the previous year,