

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 the Evangelist CE Primary School
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	42 pupils (15%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Mrs C Wilby
Governor / Trustee lead	D Tomlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,640
Recovery premium funding allocation this academic year	£6,235
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	£69,875

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”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To attend school
- ✓ To support our children’s health and wellbeing and social and emotional skills, helping them to establish better relationships.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When 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 allocated ‘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.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each key stage - providing small group work focussed on overcoming gaps in learning or to reduce class sizes.
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional support to help children attend school
- Support provided through our FSW to help the children develop better relationships

- Class teaching develops a growth mind-set – PHSE focusses on teaching resilience, patience and children are able to face new challenges.
- Provide uniform, books or stationary that will enrich children’s experiences.
- Support payments for activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behavioural support

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science
2	Poor parental engagement which can lead to low attendance
3	Narrow the English and language gap – SALT issues, early spoken language
4	Supporting children with their social and emotional skills (better relationships)
5	Building higher aspirations of themselves

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 in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater progress in speech and language	Children leave EYFS on track for language and communication – Less SALT referrals coming through into KS1
Parental engagement	Ensure attendance of disadvantaged pupils is above 96% Parents are supporting with homework and attending parents evenings
Improved attitudes to themselves	Greater readiness and resilience to work Reduction of red behavioural incidents

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: £36375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small teaching groups to support progress in maths and reading</i>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that, the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 and Year 2 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.</p>	1,4,5

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.</p>	1, 5

	We have identified that the Year 3/4 cohort as needing intervention to make the desired progress and attainment targets for these disadvantaged children.	
<p>Nuffield Early Language Intervention (NELI) £0</p> <p>English Lead and EYFS lead are involved in an English hub. Cost impact Cover: £900</p>	<p>EEF (+4) 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. 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.</p>	3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance Officer appointed to work over the weeks to analyse attendance and contact low attenders.</i> £2,000</p> <p><i>Play therapist appointed who is working with some of our most vulnerable children</i> £7,200</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>EEF (+4) Social and emotional learning interventions help to improve their interaction with others and self-management of emotions.</p> <p>Our school worship themes massively support the children in creating better relationships too.</p>	1, 4

	<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>The play therapist has worked with a number of our children to help support them in building good and positive relationships. Parents are involved in some of these sessions too.</p>	
<p><i>Increased range of enrichment activities offer across school</i></p> <p><i>£600 for PE tops and club support</i></p> <p><i>£3000 for trips and events support</i></p>	<p>EEF</p> <p>Although there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond, much less is known about how these skills can be developed and whether they lead to increased academic attainment.</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.</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>We have just provided a new PE top for all of our disadvantaged children.</p>	4,5

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 22-23

This details the impact that our pupil premium activity had on our pupils in the 2022-2023 academic year.

This year we continued many initiatives to support our most vulnerable and the wider community of St John's. Many of our initiatives continue to be embedded as we are starting to see an impact within some of these areas.

Attainment

Our performance data from KS1-KS2 is very positive and our disadvantaged children are making progress from their starting points. During our recent OFSTED it was observed that children are engaged with all subjects across school, especially maths and are making progress from their starting points across school. English monitoring has shown that the children are engaged in TWS (the write stuff) and has brought huge improvements in vocabulary and sentence construction. However, the children are primarily being held back by punctuation, spelling and handwriting. A key feature of the funding will be to keep class sizes small and age groups split so that the teaching is specific. Intervention groups that target disadvantaged children. NELI has been well received by the children and staff with children making progress from their starting points, we will continue with this. The 1:2 tutoring has been a huge success and despite all of our disadvantaged not meeting the expected standard, they made progress and good progress from their starting points.

Wellbeing and Enrichment

PSHE scheme Kapow is now well embedded within school. This has now meant that every class since the start of last academic year have been involved in a weekly PSHE lesson. Our disadvantaged children appear to be thriving in these sessions and often have a lot to offer.

We have had increased interest in after school clubs and teachers have tried to encourage pupil participation, which seems to have been positive. This is something we will continue to endeavour to do. Visits have been attended by all, all year and school have supported funding where needed. Up take for home learning club was positive for most of the academic year and we will continue to run this encouraging our disadvantaged children to attend. We struggled more this year to get the Y6 disadvantaged children in for breakfast revision club. This needs to be a target for the summer term and an increase in KS1 clubs would be beneficial.

Attendance

During 2022-23 academic year, disadvantaged children were still some of our worst for persistent absence. Most of their attendance was below 90%. However, this is a target that now forms part of our school development plan as it was noted in our most recent OFSTED report and we will continue to monitor closely and look to put in further interventions to get our children to school on time. The use of the attendance officer did work at the time for certain children, however it does not appear to have been a long term solution as the attendance and late on the register or unauthorised have still been a problem and are more persistent again. Rewards didn't work for all children and families either.