

# Pupil premium strategy statement REVIEW

## Saint John's Church of England Primary School

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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Saint John's Church of England Primary School
Number of pupils in school	197 (203 max)
Proportion (%) of pupil premium eligible pupils	Pupil Premium 21% LAC 1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Victoria Beevers (HT)
Pupil premium lead	Victoria Beevers (HT)
Governor / Trustee lead	Barry Lambert

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,086
Recovery premium funding allocation this academic year	£6,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,420
<b>Total budget for this academic year</b>	<b>£63,306</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Saint John's CE Primary School is an inclusive school which serves a diverse community. We work closely with our parents, families and other agencies to help our pupils flourish.

- We have different languages spoken across the school and a high number of our children have English as an additional language, many are brand-new to English.
- The number of children with additional needs (SEND) and EHCPs is above average.
- Mobility across the school is high and some children have had multiple school moves.
- We have a high proportion of vulnerable children and families who have been identified through our meetings with teachers and families.
  
- Our aim is to support all children to make the best possible progress in all areas of their lives. We know that the quality of teaching, the provision of effective, targeted support and the removal of barriers to effective learning are key tenets in achieving this aim.
- We make effective use of research combined with a detailed knowledge and analysis of our own context to equalise and maximise the opportunities and progress of all our children, particularly those that experience disadvantage. In addition, we monitor the impact of the work that we do, assessing what's working best for individuals and for pupils as a group.

Our existing support strategies have a clear and demonstrable impact upon pupil progress:

- A structured, coherent and progressive curriculum that focuses on the development of communication and language
- A concentration on early reading and phonics and key basic skills
- Assessment of learning and of basic skills to identify major gaps
- The implementation of targeted interventions designed to support the emotional needs of pupils across the school and a whole school approach to mental health support from a trained champion
- High-quality training for staff on learning strategies that support all children as well as dedicated training on frequently encountered educational needs particularly: communication and interaction, communication and language and neurodiversity
- Attendance support from senior leaders in school
- High quality pastoral support sessions
- Classroom time spent on mental health, wellbeing and social skills development.

Our intention is to close the gap by the end of Year 6 for our disadvantaged children. We want all pupils, irrespective of their background or the challenges they face, to 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.

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years
- who have been continuously looked after for the past six months per child
- whose parents are currently serving in the armed forces

However, we also recognise that there are children in our school who are not in receipt of pupil premium but are still at a disadvantage and, therefore, we have ensured that what we do for our disadvantaged children positively impacts on the majority of our students.

In line with research evidence from the Education Endowment Foundation, 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. 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 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:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene when need is identified

## Challenges

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

Challenge number	Detail of challenge
1 SEND	Large percentages of children in receipt of pupil premium also have special education needs. Children with SEND can achieve good outcomes, as observed in the classroom and seen through data. However, this aspect is a significant challenge for the school and needs to remain as a high priority.
2 ACES	Life experiences, including those during lockdowns, have impacted on children's mental and emotional well-being. Meetings with families evidence an increased need for focused and targeted support from recognised pastoral programmes.
3 READING	Children have a low starting point from Reception, especially in language acquisition and communication. This, coupled with lack of engagement from home, means that teaching of early reading must be a high priority. Additional resources need to be directed towards this area to ensure children remain on track.
4 WRITING	Fewer pupil premium children without SEND across the school are achieving the Greater Depth Standard in writing compared to non-pupil premium/non-SEND peers.
5 MATHS	Fewer pupil premium children without SEND across the school are achieving the Greater Depth Standard in maths in comparison to non-pupil premium/non-SEND peers.
6 CULTURAL CAPITAL	Disadvantaged pupils are routinely more greatly affected by attendance of school trips and residentials, therefore missing out on formative life experiences. Parental surveys evidence parents' lack of ability to pay for additional activities and there is a need to consider the ongoing cost of living crisis.
7 PERSISTENT ABSENCE	A small number of children in the school are experiencing very low attendance rates leading to their categorisation of Persistent Absence. The school's strategies do not have sufficient impact on reducing this number.

## 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 <b>mental health</b> and well-being, particularly for vulnerable and disadvantaged pupils and families	Senior Leaders report positive outcomes of vulnerable families at termly meetings. Evidence through: <ul style="list-style-type: none"> <li>• PP children feel safe and happy, seen in pupil voice, data analysis and meetings with families</li> <li>• SEMH support through the NEST meets the needs of pupils</li> <li>• Records on CPOMS</li> <li>• Phone calls home</li> <li>• Meetings with families and children</li> <li>• Contact other agencies for support, including signposting to mental health practitioners</li> </ul>
Improved <b>oracy</b> (language skills and vocabulary) among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved <b>reading</b> attainment among disadvantaged pupils	End of year assessments evidence that all children with PP without SEND achieve in line with their peer groups at both EXS and GDS level End of year assessments evidence good or better progress for 90% of all pupils with SEND. Rapid progress is made and gaps in learning are closed.
Improved <b>writing</b> attainment among disadvantaged pupil	End of year assessments evidence that all children with PP without SEND achieve in line with their peer groups at both EXS and GDS level End of year assessments evidence good or better progress for 90% of all pupils with SEND. Rapid progress is made and gaps in learning are closed
Improved <b>maths</b> attainment for disadvantaged pupils	End of year assessments evidence that all children with PP without SEND achieve in line with their peer groups at both EXS and GDS level End of year assessments evidence good or better progress for 90% of all pupils with SEND. Rapid progress is made and gaps in learning are closed
All children experience a rich learning offer that enhances their <b>cultural capital</b>	All children experience a wide range of visits both to and from the school that enhance their learning, knowledge and life experiences. Where parental choice is a barrier to inclusion, alternatives are explored and offered where appropriate The representation of disadvantaged pupils is in line with demographic across enriching provisions e.g. as worship leaders, school council, play buddies
Improved <b>attendance</b>	Pupils with persistent absence improve their attendance as seen through case studies of individual pupils/families

## 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, including evidence that supports this approach.

### Teaching (CPD, recruitment and retention)

Budgeted cost: £35,000 (55%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and release will be provided to allow all teachers to prepare, respond to and enhance the quality of their teaching by removing barriers to learning, focusing on effective provision, demonstrating modelling and cognitive approaches and ensuring strong progress is made across all curriculum areas.	Teaching skills - high impact for very low cost <a href="https://educationendowmentfoundation.org.uk/news/latest-updates-to-the-toolkit">https://educationendowmentfoundation.org.uk/news/latest-updates-to-the-toolkit</a> <i>Evidenced by the regular reviews of data; curriculum reviews and development; Ofsted report.</i>	1,3,4,5,6,7
Teachers will be highly skilled in teaching of writing through the training in Talk for Writing, the use of EEF toolkits and through KS1 and KS2 LA moderation.	Talk for Writing CPD for all teachers plus paying Teaching Assistants to attend <a href="https://www.talk4writing.com">https://www.talk4writing.com</a> <i>Evidenced by staff attending training and using in class, resulting in improved writing in folders; use of T4W toolkits by all pupils; comparison to writing in other schools</i>	1,3,4,6
Purchase and make effective use of testing processes that identify the needs pupils in maths and reading. Training for staff to ensure assessments are interpreted and administered correctly.	Rising Stars tests 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: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment">https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</a> <i>Evidenced by analysis of data across whole school and in line with external evidence.</i>	1,3,4,5
Commitment to ensuring that our approach to phonics is being followed rigorously and with fidelity throughout EYFS and KS1 with resources that give children the best possible start in reading. Catch up support is in place where needed.	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> <i>Evidenced by learning walks, raised standards in phonics and use of phonics across the school.</i>	1,2,3,4,5,6,7

<p>Teachers will be highly skilled in teaching of reading comprehension through CPD and shared practice across the school</p>	<p>Use of Literacy Shed for reading comps            Reading comprehension strategies – very high impact for very low cost  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <i>Evidenced by learning walks, greater continuity of teaching reading comprehension across the school; improved progression of reading comp skills; improved reading standards.</i></p>	<p>1,3,4,6</p>
<p>Teachers will be highly skilled in teaching of Maths through using a mastery approach and using consistent planning and resources</p>	<p>Mastery in Maths – high impact for very low cost            Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts, drawing on evidence-based approaches:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  <i>Evidenced by learning walks, improved use of White Rose T&amp;L and resources; improved standards; greater continuity across the school.</i></p>	<p>1,5,6,7</p>
<p>Teachers and TAs will be skilled at giving feedback to pupils.</p>	<p>Feedback – very high impact for very low cost  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <i>Evidenced by discussion in pupil surveys and discussions when pupils express greater confidence in next steps, evidence of improved use of pupil targets</i></p>	<p>1,3,4,5,7</p>
<p>Team Teach and SHADEs training in order to support staff to engage pupil, de-escalating behaviours and understanding how to support families more effectively.</p>	<p>Behaviour interventions – moderate impact for low cost  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <i>Evidenced by observation of staff and discussion and feedback from parents has shown improved interventions and engagement.</i></p>	<p>1,2,6,7</p>

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

Budgeted cost: £16,000 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional NELI phonics sessions targeted at disadvantaged pupils who require further phonics support. Resources, peer observation and training purchased</p>	<p>Evidence consistently shows that having these targeted sessions the children results in additional progress in oral language skills <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli</a> <i>Evidenced by learning walks, pupil voice and improvement in language skills, as a result improving phonics.</i></p>	<p>1,2,3,4,6,7</p>
<p>Floppy Phonics in Reception and Year 1. Resources, peer observation and training purchased</p>	<p>Teachers and teaching partners have been trained to deliver the Floppy phonics scheme in small groups. The school has also invested in decodable phonics books. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading 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> <i>Evidenced by learning walks, raised standards in phonics for disadvantaged pupils.</i></p>	<p>1,2,3,4,6,7</p>
<p>Improve school expertise around SEMH needs of individual pupils, including providing additional training to staff in managing high-needs behaviour at lunchtimes and for children with communication and interaction difficulties.</p>	<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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <i>Evidenced by observation of pupils and staff, showing increased understanding and interactions to support pupils with challenging SEMH needs.</i></p>	<p>1,2,6,7</p>
<p>Improvements to the outside play area for our infant pupils</p>	<p>Evidence shows that play-based learning has cognitive outcomes, as well as benefits around physical development, relationship building and expressive arts. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a></p>	

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

Budgeted cost: £29,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
The NEST (upstairs room) Nurture and Emotional Support Team working with pupils Room resources, including sensory items and making a suitable environment for pupils	Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. <a href="#">EEF Improving Social &amp; Emotional Learning</a> <i>Evidenced by huge improvement in pupils expressing and managing emotions, alongside increased understanding and skills of staff across the school</i>	1,2,3,4,5,6,7
Pastoral Support Team	Our pastoral support team run many interventions for children who require additional social, emotional and behavioural support. We have a timetable of children who are seen weekly. <a href="#">EEF Prioritise Social &amp; Emotional Learning</a> <i>Evidenced by huge improvement in pupils expressing and managing emotions, alongside increased understanding and skills of staff across the school</i>	1,2,6,7
CPD and Training regarding Attendance and Persistent Absence	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">EEF Attendance CPD</a> <i>Evidenced by improved attendance of pupils across the school, particularly in the reduction of holidays taken during term.</i>	1,2,3,4,5,6,7
Key Experiences	In order to access and enhance the school's curriculum, we ensure all children have free or subsidised key experiences every term where knowledge for learning is related to the project or piece of learning. <a href="#">EEF Arts Participation</a> <i>Evidenced by pupil and parent voice, Ofsted report, engagement with enrichment activities and learning</i>	1,2,3,4,5,6,7
Additional hours from GCC to gain Educational Psychologists assessments to identify children and families who require additional support.	Increased numbers of referrals via CPOMS, plus families requesting support and advice. <a href="#">EEF SEND Support</a> <i>Evidenced by increased numbers of pupils being diagnosed and therefore provided with appropriate support.</i>	1,2,3,4,5,6,7

**Total budgeted cost: £63,306**

<b>£35,000</b>	<b>55%</b>	<b>Teaching</b>
<b>£12,500</b>	<b>20%</b>	<b>Targeted academic support</b>
<b>£15,806</b>	<b>25%</b>	<b>Wider strategies</b>



## Part B: Review of outcomes in the academic year

### Pupil premium strategy outcomes

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

#### Academic progress

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using the following assessments:

- **Reception Baseline Assessment:**  
many pupils arriving not "school-ready"
- **Early Years Foundation Stage Profile:**  
52% achieved GLD
- **Phonics Screening Check:**  
79% passed with 100% PP pupils achieving a pass; national 2023 79%
- **Multiplication Tables Check:**  
64% achieved at least 20/25; 32% achieved full marks with 67% PP pupils achieving a pass
- **Key Stage Two SATs:**  
72% PP pupils achieving expected/above and 43% achieving Greater Depth  
57% PP pupils achieving expected/above and 29% achieving Greater Depth  
72% PP pupils achieving expected/above and 29% achieving Greater Depth  
72% PP pupils achieving expected/above and 29% achieving Greater Depth  
National Average: Reading 74%, Writing 72%, Maths 73%, Science 81%
- **Our own internal data**  
**Reception:** all PP pupils achieved Expected for Reading, Writing and Maths in Summer 2, apart one child who was just below in Reading and Writing  
**Year 1:** all PP pupils achieved Expected for Reading, Writing and Maths in Summer 2, apart one child who was just below in Writing and Below in Reading and Maths  
**Year 2:** two PP pupils achieved Expected for Reading, Writing and Maths in Summer 2, four children were just below/below in Reading, Writing and Maths  
**Year 3:** 60% PP pupils achieved Expected for Reading, in Summer 2, 40% in Writing, and 80% achieved Expected or above in Maths, one pupil achieved GDS across all subjects  
**Year 4:** 75% PP pupils achieved Expected for Reading, Writing and Maths in Summer 2, with one child (with an EHCP) below in all areas  
**Year 5:** 86% PP pupils achieved Expected for Reading, Writing and Maths in Summer 2, with one child achieving just below in Reading and Writing  
**Year 6:** 57% PP pupils achieved Expected for Reading, Writing and Maths in Summer 2, with all but one child achieving expected in one or more subjects. One pupil was just below.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from these tests are pleasing; the school has secured a strong set of data and has moved from being significantly below to significantly above in progress measures for reading, writing and maths as well as performing in the top 20% of schools in phonics. These results are testament to the work undertaken are a great cause for celebration.

Overall attainment data is broadly in line with national and regional: slightly above in reading and maths and slightly below in writing. Writing continues to be a focus and the gap between disadvantaged pupils and their peers is greater than in other subjects. Detailed analysis of termly pupil performance and further analysis of pupil premium attainment and progress shows considerable

progress and attainment for all children in receipt of pupil premium funding where SEND is not an additional factor.

Attendance data during the year is slightly below national data. Absences as usually as a result of visits to family abroad, overlapping holidays into term time. There are a few persistent absences which are being managed with families. Disadvantaged pupils continue to be more greatly affected by school absence than non-disadvantaged pupils, as is evident nationally, and this remains an area of focus for the school.

Suspensions and exclusions are higher than national. Although considered appropriate and a last resort in each case, the school is not complacent and continues to work hard to reduce exclusions, being supported by the county inclusion team.

This year's outcomes were effective in various areas, including:

1. **Supporting high-quality teaching:** increased confidence and ability to deliver teaching and learning linked to pupil engagement and success; impactful reading comprehension training; impactful writing training; oracy programmes
2. **Pupil assessment and feedback:** refined feedback for pupils to improve next steps of learning; positive responses from parents about support and engagement
3. **One to one and small group learning:** impactful progress evident in phonics, reading and maths; increased engagement in social, emotional and behaviour learning
4. **Pastoral support:** specific therapeutic interventions; Young Minds Matters referrals; Outreach support from Alternative Provision settings; high numbers of pupils supported in school with bespoke programmes based on thrive/nurture approaches
5. **Increased access to technology:** providing addition computing resources to ensure high levels of engagement, through leasing laptops and having ipads/DSs available for classes

In May 2023, Ofsted recognised in the school's proactive response to need and these statements are still relevant for this academic year.

*Pupils are happy. Relationships between staff and pupils are caring and nurturing. Pupils feel safe and well looked after. Parents say they are pleased that staff encourage pupils to blossom at this school. Staff have high expectations of pupils' behaviour. Pupils fulfil these expectations and behaving well is the norm.*

*Leaders have high ambition for all pupils, including pupils with special educational needs and/or disabilities (SEND). They have designed a broad and ambitious curriculum that begins in the early years. Pupils find lessons exciting. They talk positively about, and know the importance of, their learning.*

*Staff assess pupils regularly so they can put in place extra support to help pupils keep up. Teachers know how to support pupils with SEND. Leaders provide staff with a programme of regular training. Staff quickly identify the needs of individual pupils. Leaders create bespoke targets to ensure that pupils with SEND receive the right help. Teachers use these targets and make adaptations to ensure that pupils learn the curriculum successfully. Consequently, most pupils with SEND achieve well.*

*Leaders provide pupils with many opportunities to develop beyond the academic. Pupils enjoy clubs such as cricket, chess and drama. Leaders have made strong community connections, for example, with the nearby college and local literature, science and music festivals. Pupils develop a rich understanding of the world beyond St John's.*

*Staff know their role in keeping children safe. Leaders regularly train staff so they recognise pupils who are at risk of harm. Staff and pupils know how to report concerns. Leaders diligently follow these up. They work swiftly with agencies to provide support for vulnerable pupils and their families. Leaders keep thorough records of the actions taken to keep pupils safe.*

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Spelling Shed	Ed Shed
Literacy Shed	Literacy Shed
Talk for Writing	Talk for Writing
Team Teach & SHADES	Headsight, Gloucestershire