

Together, Fly High like an Eagle.

At St John's we believe very strongly that all children, particularly disadvantaged pupils deserve the best possible education and 'Together, fly high like an eagle.' We strive to have high expectations for every child. We understand that our children are individuals and have a vast range of need both in terms of learning but also social and emotional. We aim to harness the opportunities given to us through the pupil premium grant to ensure teaching is excellent and that additional support and interventions are of high quality and high impact.

We strive to eliminate inequalities and have a 'can do' approach towards all we do with our children and families. The senior leadership team are supporting staff to believe in the potential and abilities of all our children and are dedicated to giving our learners every opportunity to do their best.

Teachers and LSAs are fully aware of the pupil premium children. There is a target form for those that need it and teachers are aware of prior achievement and barriers for learning. In addition, they set targets and success criteria which are SMART. These forms are updated regularly using a red, amber, green monitoring system. Senior leaders monitor the targets, actions and progress.

How we will address these barriers and spend the Pupil Premium grant is below.

Covid-19 addendum: Due to the restrictions and measures in place due to the pandemic some of our aims and aspirations listed below may not be able to be carried out.

Teaching and Learning

We target a high percentage of our spending on ensuring that our teaching is high quality and teachers are equipped with the skills to personalise their teaching. This means that lessons are adapted effectively to make sure all children make good or better progress. The school understands the importance of high-quality feedback and marking and sees this as an essential to children making excellent progress. Learning Support Assistants are well trained and deployed strategically to ensure maximum impact. In addition, we implement dyslexia friendly strategies in class. We value pre-teaching as an effective strategy to support our vulnerable learners. There is an emphasis on the value of talk for learning and language use in the classroom. Our Pupil Premium children are given greater focus, time and support if needed around talk, feedback, vocabulary and language.

Emotional and Social Well Being

We place real emphasis on delivering a high quality PSHE curriculum which permeates all aspects of school life. Our 6 school values are embedded and is how we achieve our school vision. Our strong ethos of respect and care influence the way in which staff, children and families communicate and get on together. In addition, we provide specific support for children with specific emotional, social or behavioural issues. These interventions include: Nurture, Play therapy, ELSA 1:1 and small group focussed activities.

Interventions

We plan for a small number of highly effective interventions across the school. This is in addition to the quality first teaching and never replaces whole class lessons. Interventions are delivered by teachers or well-trained teaching assistants and the impact of this work is measured. Interventions include: Play therapy, Nessy for spelling, Better Move On and Time to Talk.

Curriculum and Enrichment

Our curriculum provides experiential learning opportunities for every termly topic. We invite visitors into school e.g. Theatre Groups, as well as arrange trips to visit special places of interest. These opportunities mean that whatever a child's life experiences have been, there will be a shared context for learning for the class. In addition, we provide regular whole school enrichment days / weeks and supplement our Y4 and Y6 camp. Our very wide range of after school clubs provide another opportunity for children's self-confidence and personal interests to be developed. Each club provider offers a place to a Pupil Premium pupil and school also supplements. We are a school for outdoor learning and recognise the power of forest schools to raise children's self-esteem. We are continually increasing our music tuition and reaching out to our pupil premium children to engage in these opportunities.

Family and Community

Teachers meet more regularly and communicate with our parents/carers whose children are eligible for Pupil Premium. Parents are invited to engage with their children's learning through the day-to-day communication with the teachers, participation in parent workshops, 'Parent pop Ins', volunteering, learning mornings and afternoons and supporting with whole school events. Often additional work or ideas to support at home are shared with parent/carers.

Use of Research and Evidence

Our school uses national and school based evidence to inform much of the work we do. We make sure that we employ approaches with a track record of making a difference. We strive to monitor all we do in a systematic and robust manner and only continue with approaches and interventions that make an impact on our children. Key sources of research used by the school include the Sutton Trust and the Education Endowment Foundation (EEF) as well as current highly respected researchers in this field, such as Marc Rowland 'A Guide to the Pupil Premium' and 'Learning Without Labels.' In January 2019 we were involved in a project with an Inclusion Expert called the Gap project.