

Pupil Premium strategy statement and 2022-23 report



This statement details our school's intended use of Pupil Premium (PP) and COVID recovery premium funding for the **2022 to 2023** academic year to improve the attainment of our most disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the PP funding in this academic year, and the effect that last year's spending of PP funding had within our school.

School overview

Detail	Data
School name	St John's C of E Primary School Clifton/Redland
Number of pupils in school (as of Oct 2022]	494
Number and proportion (%) of pupils eligible for Pupil Premium funding	46 (9.3%)
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2021-2024 This report for 2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Justin Hoye Headteacher
Pupil Premium lead	Ali Vining Deputy Headteacher
Governor / Trustee Pupil Premium lead	Alice Ballard

Funding overview

Detail	Amount
Pupil Premium and Previously Looked After Children funding allocation this academic year	£42,935 (PP) £16,935 (PLAC) Sub-total = £59,870
Recovery premium funding allocation this academic year	£5,510
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (22-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,315

Part A: Pupil Premium strategy plan

Statement of intent

The Pupil Premium (PP) is additional grant funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The PP is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. It is however the school's decision how to spend this funding.

Members of staff and the governing body take responsibility for pupils who are eligible for the PP grant at St John's, and all are committed to ensuring that these pupils make good progress and achieve high attainment across the curriculum. We are keen to support all our pupils with their pastoral, social and academic needs within a nurturing and caring environment and to enable them to flourish and 'Together, fly high like an eagle.'

It is our ambition to erase the attainment gap between different groups of learners. We know that often what is good for our children eligible for the PP grant is also good for all learners, but we also have a very committed staff who will go 'above and beyond' for our children eligible for the PP grant. We strive, by our high expectations and positive actions, for all children to reach their full potential, have a lifelong love of learning and to see sustained progress. Pupil wellbeing and happiness is also a priority.

Tier 1 of our Pupil Premium strategy focuses on Quality First Teaching (QFT, a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom), as well as targeted academic support and wider strategies. We believe that what happens in the classroom, with an exemplary teacher and a Learning & Support Assistant (LSA) who is deployed effectively, is what leads to greater progress and higher attainment. Tier 2 focuses on targeted interventions and tier 3 focuses on wider strategies such as attendance, wider curricular opportunities, Social, Emotional & Mental Health (SEMH) and teacher wellbeing.

Our strategy is also integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for all pupils who have been impacted by Covid-19. It is also strongly linked to our School Improvement Plan (SIP).

Challenges

This details the key challenges to achievement that we have identified among our most disadvantaged pupils. Further on below is how we intend to overcome these challenges.

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by some pupils eligible for the PP grant. These children have gaps in their knowledge and find it difficult to retain or recall prior learning.
2	Our assessments, observations and discussions with children eligible for the PP grant and their families have identified social and emotional issues for

	many. Teacher referrals for support have markedly increased over the past few years. Some children eligible for the PP grant lack resilience, self- belief, readiness to learn and confidence to improve
3	Some pupils eligible for the PP grant have limited experience beyond their home life, and this also leads to limited vocabulary and contextual understanding
4	Our attendance data shows overall lower attendance for children eligible for the PP grant, including persistent absenteeism for some
5	The significant increase in new arrivals (55 pupils in 2021-22), particularly for upper Key Stage 2 (KS2, Years 3-6) Added to this is the increase in the number & severity of need of pupils with Special Educational Needs & Disabilities (SEND) and/or English as an Additional Language (EAL) (including Ukrainian refugees) (proportionate EAL increase from 6% in 2010 to 23% in 2022, 33 of whom arrived in the last academic year (2021-22)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils who are eligible for PP funding make accelerated progress and 'catch up' with the rest of their cohort or at least exceed prior attainment standards.	<ul style="list-style-type: none"> • End of summer data will reflect an increase in the number of pupils who are at the required standard or greater. • Analysis of interventions to show that these have had a positive impact, and have helped to fill knowledge gaps or raise attainment
Pupils and families with identified SEMH needs are well supported by school staff so that these needs are either removed/alleviated or strategies are put in place to mitigate them.	<ul style="list-style-type: none"> • Children and families identified and a clear support plan implemented. • Actions of support and intervention, including signposting to relevant interventions, agencies etc. undertaken and logged. • Evidence of feedback from parents/carers and pupil voice interviews shows they feel supported, and additional barriers are removed/alleviated where possible, or coping strategies are in place.
Pupils' love learning and school, and have access to an engaging curriculum All pupils are exposed to a breadth of experiences that enable them to thrive, gain confidence and develop.	<ul style="list-style-type: none"> • Our revised curriculum will provide all pupils with exciting, relevant and varied learning opportunities. • Our teachers will plan a wide range of visits, exciting events that hook the learner in and experiences to inspire and enhance learning and make it memorable.

	<ul style="list-style-type: none"> • The Inclusion Champion (whose role is to ensure that inclusion and diversity objectives are met) within each year group team ensures that there is a focus on all learners at all stages of planning, provision, & delivery of teaching. • Increase in the number of children eligible for PP funding participating in out of school clubs, sporting activities and music tuition. • Pupil voice interviews and questionnaires will show that children enjoy school and love learning.
<p>All pupils will meet at least national standards for attendance, and none will be persistently absent</p>	<ul style="list-style-type: none"> • A revised attendance strategy is to developed and implemented in 2021/22 • Pupils in receipt of PP funding will have attendance of $\geq 96\%$, and none will be $< 90\%$ • Where this is not the case, attendance is making significant improvement from base

Activity in this academic year (2022-23)

This report details how we intend to spend our Pupil Premium (and COVID recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,000

EEF is the Education Endowment Foundation and the DfE is the Department for Education

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) To develop a cohesive curriculum that meets the school context.</p> <p>Create a unique curriculum vision for our school which is more deliberate, relevant, progressive and exciting for all children</p>	<p>Gov ref https://www.gov.uk/government/publications/inspecting-the-curriculum</p> <p>Curriculum Leads: What to expect on a 'deep dive' https://educationinspection.blog.gov.uk/category/curriculum/</p>	1, 2, 3, 5
<p>b) To ensure greater consistency of excellence in behaviour attitudes that align with the school values and supports children's interpersonal relationships.</p>	<p>Gov ref: https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools</p> <p>EEF: Behaviour in School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1,2,4,5
<p>c) To improve outcomes in maths for those children who would benefit from additional support (the lowest 20% of attainment), to ensure all children have really secured their understanding (mastery) before moving on</p>	<p>National Centre for Excellence in the Teaching of Maths https://www.ncetm.org.uk/</p> <p>5 Big Ideas for Mastery https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p>	1, 2, 3, 5
<p>To improve outcomes in Reading</p> <ul style="list-style-type: none"> To have clearly defined interventions for those children who would benefit from additional support (the lowest 20% of attainment) 	<p>In 2019, Ofsted made "how children are taught to read" a priority for inspections in schools. Under the new EIF, all "infant, junior, primary and lower-middle schools" will undergo a reading 'deep dive. ' This is mandatory and includes phonics</p> <p>EEF Teaching Literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>The Reading Framework- Teaching Foundations of Literacy</p>	1, 3, 4, 5

	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Early Reading and the Inspection Framework https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/	
To develop and embed Quality First Teaching in the classroom <ul style="list-style-type: none"> • Use of the OAP - Ordinarily Available Provision for SEND • Inclusion Champions • Training for teachers (Making learning stick or secure working memory and metacognition (Knowing yourself as a learner) • Dyslexia friendly classrooms • EAL support from Better Bilingual • Teacher Mentoring by senior leaders 	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition Providing a blend of teacher and tutor tuition, including accessing the National Tutoring Programme. <ul style="list-style-type: none"> • Teacher Tuition (teachers released to support pupils who would benefit from additional support) • Tutor Tuition- Specialist tutor This could be 1:1 or small group	Improving outcomes for PP (including those impacted by Covid) https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully EEF High impact 1:1 Tuition with teacher https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small Group https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
SEMH	ELSA https://www.elsa-support.co.uk/	1, 2

Providing support to children with social or emotional needs through ELSA (Emotional Literacy Support Assistant) or Play therapy	Play therapy https://playtherapy.org.uk/ https://www.bapt.info/	
Interventions Providing other relevant interventions for pupils to meet their needs (Better Move On, EAL – Race into English, Time to Talk, Social Detectives, Phonics etc.)	We believe that Quality first Teaching is where we start and if a child's needs cannot be met through this, only then should an intervention be used. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention See Guidance: Selecting Interventions https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996	1

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To monitor and where necessary, encourage / increase the participation of all children eligible for PP funding in extracurricular / after school activities (sport, music, other)	Evidence from EEF Physical activity and Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activitydemic . https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3 & 4
Continue to develop and embed our School Attendance strategy and Procedures <ul style="list-style-type: none"> Robust systems to monitor and support families 	Ref: How schools are spending the funding successfully to maximise achievement: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Ref: DfE Doc Improving School attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Contingency Fund	Based on our experience, and those of similar schools, we have a need for a small amount of funding to be available to respond to the needs of particular pupils in receipt of PP funding. These might not be identified as yet (e.g. special apps for learning, IT	1, 3

	equipment, sports clothing, help towards the cost of camp or trips)	
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Total budgeted cost: £ 60,000

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on relevant pupils in the 2021 to 2022 academic year.

This was the first year of a 3- year plan and so not all outcomes were intended to be achieved at this stage. We have put a robust evaluation framework in place, introduced a PP Strategy working party for the duration of our three-year approach, and will adjust our plan over time to secure better outcomes for pupils.

Schools are not required to publish their 2022 Key Stage 2 results. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic, and so the Department for Education (DfE) is not publishing this data. This is therefore a transitional arrangement for one year only, and DfE plans to publish key stage 2 (Year 6) school performance data for 2023. As should perhaps be obvious, COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is impossible to compare this data with historic outcomes.

We have however analysed the performance of our pupils in receipt of the PP grant during the 2021/22 academic year using Year 2 and Year 6 performance data, phonics check results from Y1 and our own internal assessments.

We aimed to increase the percentage of these pupils achieving at least the expected standard in reading, writing and maths, and to reduce the attainment gap. Class teachers were released from class to carry out tuition of pupils including 'pupil conferencing, pre- teaching and gap filling'. End of year data suggests that, despite some strong individual performances and progress, the attainment of pupils who were eligible for PP funding in 21/22 was below our own high expectations. There is still a gap between these pupils and the rest of the cohort. That being said, this is also reflected in other schools nationally. In addition to teachers tutoring we have also used a specialist tutor with specific expertise who has worked with pupils as well as giving staff professional support. We used the Better Bilingual service to support pupils who have English as an Additional Language with good results.

The impact of Covid-19 has continued to be seen in children's resilience, relationships and well-being. We have provided several key interventions (Better Move On, Play Therapy, ELSA) with entry and exit data showing progress and impact. We will continue in this vein, and monitor and deploy effectively.

Attendance is still a priority, and we are below our expectations. An Attendance and Safeguarding Working Party set up in 21/22 will therefore continue to focus on improvements so that we reach our goal. A particular focus is on those pupils whose attendance is below 96%.

We will continue with our strategy to strive towards our intended outcomes; to monitor, track our offer, and measure the impact for the cohort who are in receipt of the PP grant, and ensure

we know those children individually. In addition, we will investigate which other disadvantaged groups such pupils might also fall into (SEND and EAL) and consider what they are being offered within the 3 tiers of the strategy. We understand that the ongoing impact of Covid-19 has impacted on pupil's attainment and outcomes. In addition, we need to be sure that the approaches we used to try to boost outcomes for pupils had the impact anticipated.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
None	