

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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's Primary School
Number of pupils in school	499
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Justin Hoye Headteacher
Pupil premium lead	Ali Vining deputy headteacher
Governor / Trustee lead	Merche Clarke lead for PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £45,058 plus £9,389 LAC
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,957

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (PP) is additional 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 Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. It is the school's decision how to spend this funding.

All members of staff and the governing body take responsibility for disadvantaged pupils at St John's and 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 caring environment and enable them to flourish and 'Together, fly high like an eagle.'

It is our intent to erase the gap between disadvantaged pupils and their non-disadvantaged peers. We know that often what is good for our disadvantaged is also good for all learners but we also have a very committed staff who will go 'above and beyond' for our pupil premium. We strive, by our high expectations and positive actions, for our pupil premium children to reach their full potential, have a lifelong love of learning and for us to see sustained progress alongside their peers.

Our pupil premium strategy focuses on Quality First Teaching, part of a tiered approach. We believe that what happens in the classroom, with an exemplary teacher, and an LSA who is deployed effectively is what leads to greater progress and higher attainment. Tier 2 focuses on targeted interventions and tier 3 on wider strategies such as attendance, wider curricular opportunities, SEMH and teacher wellbeing.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils, both PP and non-PP who have been impacted by Covid-19. It is also strongly linked to our SIP.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by some pupil premium/disadvantaged pupils. The children have gaps and find it difficult to retain or recall prior knowledge.
2	Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils. Teacher referrals for support have markedly increased. Some children lack resilience, self-belief, readiness to learn and confidence to improve.

3	Some pupils have limited experiences beyond their home life and this also leads to limited vocabulary and contextual understanding
4	Our attendance data shows lower attendance of some PP children, including persistent absenteeism

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
Disadvantaged pupils make accelerated progress and 'catch up' or exceed prior attainment standards.	<ul style="list-style-type: none"> • End of summer data will reflect good or better levels of attainment • Analysis of interventions will show that they have had a positive impact and has helped to fill gaps or raise attainment
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are either removed/alleviated or strategies are put in place to manage challenges.	<ul style="list-style-type: none"> • Children and families identified and a clear plan in place • Actions of support and intervention, including signposting to relevant intervention, agency etc. • Evidence of feedback from parent/carers and pupil voice 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 pupils with exciting, relevant and varied learning opportunities. • Our teachers will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. • The Inclusion Champion within each team ensures that there is a focus on disadvantaged learners at all stages, planning, provision, delivery. • Increase in the number of PP children participating in clubs, sporting activities and music tuition. • Pupil voice and questionnaires will show that children enjoy school and love learning.
All disadvantaged pupils will meet at least national expectation for attendance and none will be persistently absent	<ul style="list-style-type: none"> • A revised attendance strategy is developed and implemented

	<ul style="list-style-type: none">• Disadvantaged pupils' attendance will match or exceed 96% and none will be >90%• Where this is not the case, attendance is making significant improvement
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Activity in this academic year (2021-22)

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SIP Priority- Curriculum</p> <p>a) EYFS Implementation of the revised EYFS Framework Training for all EYFS staff on 'In the Moment Planning' (ITMP)</p> <p>b) Introduction of child centred and play based learning in KS1 Redesign KS1 Curriculum to ensure purposeful play opportunities in line with school expectations ensuring progression of skill from EYFS-Y2 and an increased enjoyment in the curriculum</p> <p>c) To develop a cohesive curriculum that meets the school context. Create a unique curriculum vision for our school which is more deliberate, relevant, progressive and exciting for all children</p>	<p>EYFS The government says the changes will improve outcomes for all children, but particularly the language and literacy outcomes for disadvantaged children and reduce teacher workload. https://www.eyalliance.org.uk/changes-eyfs-2021</p> <p>KS1 https://eyfs.info/articles.html/primary/the-importance-of-play-in-key-stage-1-r321/</p> <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p> <p>In addition, see guidance and references in books by Julie Fisher and one Alister Bryce Clegg</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>	<p>1, 2, 3</p>
<p>Engaging in the DELTA project (LSAs) (Developing Effective Leadership of Teaching Assistants) Continuing our SIP priority on What Support Looks Like</p>	<p>This fully funded two-year project offers sustained support for schools looking to derive maximum benefit from LSAs as part of a whole school strategy for supporting children at risk of underachieving.</p> <p>One of the characteristics of effective schools, in addition to what approaches they adopt, is how they implement those approaches to bring about sustained changes in practice. We are working in partnership with the EEF to adopt this secure implementation process https://researchschool.org.uk/westsomerset/news/delta-bcc-eef-wsrs</p>	<p>1, 2, 3</p>

<p>To improve outcomes in Reading</p> <ul style="list-style-type: none"> • Increase the profile of reading – including buying more books with diverse representation • Training for LSAs (Inc Better Reading Partners) • Develop skills progression doc and vision statement • Identify bottom 20% and implement actions to improve reading inc teachers reading weekly with them 	<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>Early Reading and the Inspection Framework https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/</p>	<p>1, 3</p>
<p>Assessment Embedding our own school's Prioritised Assessment Tool</p>	<p>To secure progress and attainment for children with SEND and EAL</p> <p>The Code of Practice (pg. 94 'Teachers should use appropriate assessment to set targets which are deliberately ambitious', pg. 99 'This should include high quality and accurate formative assessment, using effective tools and early assessment materials')</p> <p>See this link for assessment for children with SEND: https://www.nasbtt.org.uk/wp-content/uploads/2020/07/Identification-and-graduated-approach_information_downloadable-doc.pdf</p>	<p>1</p>
<p>To develop and embed Quality First Teaching in the classroom</p> <ul style="list-style-type: none"> • Use of the OAP - Ordinarily Available Provision for SEND • Inclusion Champions • CPD for teachers (Making it stick, metacognition and working memory) • Dyslexic friendly classrooms • EAL support from Better Bilingual • Teacher Mentoring by senior leaders 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 2, 3</p>

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition Providing a blend of teacher and tutor tuition, including accessing the National Tutoring Programme.</p> <ul style="list-style-type: none"> Teacher Tuition (teachers released to support high needs pupils) Tutor Tuition- Specialist tutor <p>This could be 1:1 or small group</p>	<p>Improving outcomes for PP and disadvantaged pupils (including those impacted by Covid) https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>EEF High impact 1:1 Tuition with teacher https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small Group https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
<p>SEMH Providing support to children with social or emotional needs through ELSA or Play therapy</p>	<p>ELSA https://www.elsa-support.co.uk/</p> <p>Play therapy https://playtherapy.org.uk/ https://www.bapt.info/</p>	1, 2
<p>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.)</p>	<p>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</p> <p>See Guidance: Selecting Interventions https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p>	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 improve outcomes and support children’s physical and mental health	We recognise that good mental health is a prerequisite for learning and life and therefore needs to be taught and prioritised.	1, 2, 3 & 4

<ul style="list-style-type: none"> • The employment of a dedicated PE, sport and health lead indicates our commitment to work in this area and we want to ensure the best possible provision is in place for our children, particularly given the pandemic. • Increase in staff confidence when dealing with pupil SEMH issues • Increased understanding from chn of SEMH 	<p>Evidence from EEF Physical activity:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activitydemic.</p>	
<p>To monitor and where necessary, encourage / increase the participation of all PP children in extracurricular / after school activities (sport, music, other)</p>	<p>Evidence from EEF Physical activity and Arts Participation:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activitydemic .</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, 3 & 4
<p>Develop and implement a revised School Attendance strategy and Procedures</p> <ul style="list-style-type: none"> • Clarity on roles of the Attendance leads, Admin staff and class teachers • Robust systems to monitor and support families 	<p>Ref: How schools are spending the funding successfully to maximise achievement:</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Ref: DfE Doc Improving School attendance</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
<p>To improve equalities outcomes across the school</p> <ul style="list-style-type: none"> • Develop a 4 year Equalities plan and actions • Improved staff awareness • Pupil voice in how representative the the curriculum and books are • Introduce Inclusion Champions within each year group 	<p>Equalities Duty</p> <p>https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf</p>	3

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 PP pupils. These might not be identified as yet (e.g. special apps for learning, IT equipment, sports clothing, help towards camp or visits)	1, 3
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Total budgeted cost: £ 60,000

Part B: Review of outcomes in the previous academic year (2020-21)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During an unpredictable and challenging year, and as evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and we were not able to carry out the planned targeted interventions and benefit from our pupil premium strategy.

We ensured that pupil's wellbeing, social skills and 'connectedness' were a priority. Bespoke levels of support were offered to children & families. Many of PP pupils were prioritised for places in school as we knew this would provide the greatest stability and structure. In addition, our remote learning offer was praised by many families as being of a high standard (either through Google Classroom in the juniors and See Saw in the infants). Senior staff had regular contact with families who were isolating, ensuring that laptops or home learning packs were delivered or collected for work to be done at home. We set up zoom meetings to ensure connections and communication was regular.

We ensured that we supported and prepared pupils and families through the various stages of remote learning, bubble closures, transition back to school and wider opening. Considerable guidance and signposting was sent out to support families through the most challenging of times; some families accessed financial support via the LA vouchers and through school led support fund.

Targeted pupils also benefitted from additional pastoral and social support and interventions when back in school. Gaps in learning were identified after National lockdown and were prioritised in order to support pupils making progress from their starting points.

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	