

Pupil premium strategy statement – St John’s 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	50 (10.8%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027 (Year 1 of 3 year plan)
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Justin Hoyer HeadTeacher
Pupil premium lead	Ali Vining Deputy Head Teacher
Governor	Alice Ballard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,063
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,063

Part A: Pupil premium strategy plan

Statement of intent

We aim for *all* of our pupils to make good progress, reach the expected standard or beyond and fulfil their own full potential, irrespective of their background or challenges they face. This fits with our school vision: Together, Fly high like an eagle.'

We aspire for our children who are eligible for the PP grant to be fluent readers, confident writers and to feel they are secure mathematicians with a strong sense of belonging, love of learning which will stay with them beyond our school, have resilience, independence and learning skills to flourish. Enjoying extra -curricular activities, learning an instrument and taking on a leadership role is also part of our ambition.

We aim to achieve this first and foremost by focusing on **quality first inclusive teaching** in all of our classrooms from EYFS to Y6 which we refer to as tier 1. Teaching at St John's is built around positive and authentic relationships, high expectations and good subject knowledge. Our revised curriculum is inspiring, inclusive and structured so that children know and can do more. Our professional and experienced team of Learning Support Assistants (LSAs) play a vital role in supporting these children, understanding our school ambition of developing the children's independence and resilience.

This will be supplemented by **targeted academic support** & interventions to support vulnerable learners as and when required (Tier 2). At St John's, we carefully select well researched interventions and in our new strategy we aim to ensure that there is a tight focus on the academic gaps which will help close the attainment gap. For this strategy, we have recognised the intersectionality with our multilingual learners and so have increased our provision with a multi lingual specialist. We understand the importance of early intervention. We offer teacher tuition and tutor tuition with a specialist tutor.

Our **wider strategies** (tier 3) encompass attendance, which is key, as well as enrichment and wider curricular opportunities, Social Emotional and Mental Health (SEMH) support and giving children responsibility and leadership roles.

This strategy is closely linked to both our School Improvement and Equalities Plan. This document outlines the first year of a 3 year strategy and by the end of the 3 years we aim to be able to prove that, for those who fell within this timescale, we see a positive impact on their attainment, attendance, well- being, love of learning and participation in school life.

Challenges

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

Challenge number	Detail of challenge
1	Intersectionality: Of the pupils eligible for the PP grant 23-24, 62% were minority ethnic, 27% were EAL and 20% were SEND. This can create language barriers for children and families.
2	Assessments and data show that attainment for our pupils eligible for PP grant is below our school and national data. Some have low starting points.
3	PP attendance was below school's attendance for the previous 3 years (23-24 School 95.8% PP 91.4%)
4	Some children have low resilience , lack confidence in their learning and self-regulation.
5	Some pupils and their families lack the sense of belonging to our school community (live further from school, new arrivals, single parents)
6	Some children do not experience a range of enrichment activities outside of school because of additional costs or opportunities in a leadership role

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
<p>That all children reach the expected standard in reading, writing and maths.</p> <p>Where there are additional factors such as SEND and/or EAL significant progress is made.</p>	<p>That at all the following key assessment points our PP children meet the expected standard, or beyond, in particular those who do not have an additional SEND or are EAL.</p> <ul style="list-style-type: none"> ● Making a good level of development (GLD) at early years ● Y1 phonics and making sure they have met the phonic standard by Y2 ● In Y4 they meet the expected standard in the multiplication check ● All children reach the expected standard (EXS) or beyond in reading, writing and maths at the end of KS2 ● The number of children who reach age related expectations increases in reading, writing and maths and

	<p>the gap closes between the rest of the cohort and national figures.</p> <ul style="list-style-type: none"> • There is evidence of data analysis that supports specific targeted interventions which support children's overall attainment and progress in the core subjects of R,W,M
Children take part in specific targeted interventions to help fill gaps and accelerate progress	<ul style="list-style-type: none"> • Entry and exit data shows impact of targeted interventions
All disadvantaged pupils who also identify as multilingual (EAL- across a range of English language proficiencies) will make accelerated progress and improve attainment.	<ul style="list-style-type: none"> • All disadvantaged multilingual pupils will have made accelerated progress in English speaking, listening, writing and reading (Bell Foundation Framework data recorded on Insight). • Pupil voice interviews and questionnaires will show that disadvantaged multilingual learners enjoy school, love learning and that their home languages are valued in school (not just English).
Children will overcome specific individual learning barriers eg. improved attitudes to learning, confidence, resilience and self- belief	<ul style="list-style-type: none"> • Teachers and LSAs can identify personalised strategies developed with their PP children in class • There is evidence of changes and improvements in pupil's learning skills and attitudes
Narrow the gap of average attendance for our PP cohort compared with the rest of the school. Decrease the number of persistently absent PP pupils	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Year on year the average attendance for our PP cohort closes or matches the rest of our cohort • Reducing the number of PP pupils who are persistently absent • Clear action plans and close working with families
New arrivals have a greater sense of belonging along with other groups (such as those living further from school, separated families)	<ul style="list-style-type: none"> • Revised New Arrivals Protocol successfully implemented with step-by-step guidance for staff, linked to SEND provision and New to English support pathway • Key families identified and evidence of positive involvement and support from school

	<ul style="list-style-type: none"> ● Parent voice shows a greater sense of belonging
To ensure our pupils eligible for the PP grant have access to a wide range of curricular, enrichment and positions of responsibility	<ul style="list-style-type: none"> ● The number of children participating in extra- curricular clubs inc musical instruments increases ● There is a record of the responsibilities and leadership opportunities taken up by disadvantaged pupils ● There is evidence of club providers and subject leads eg music, PE, eco team giving priority to our PP pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tier 1: Ensure that all classrooms start with Quality First Teaching based on warm, trusting and authentic relationships</p> <p>CPD on embedding, for a second year, our revised Teaching & Learning toolkit with a focus on:</p> <ul style="list-style-type: none"> ● Use the right tool at the right time ● I Do We Do You Do ● Questioning eg Cold Calling, No Opt out ● Use of the OAP - Ordinarily Available 	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils, particularly the most disadvantaged</p> <p>EEF: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Developing a secure and supportive climate https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf</p> <p>Rosenshine's Principles in Action: https://www.goodreads.com/en/book/show/44056942 https://www.youtube.com/watch?v=6NBaLy364u8</p>	1, 2, 3, 4, 5

<p>Targeted Interventions (academic)</p> <ul style="list-style-type: none"> Teacher tuition: teacher released from class to work 1:1 or small group with PP children. Clear guidance given-develop pupil's metacognition and self-regulation strategies as well as pre-teaching opportunities. Y6 support for SATS inc gap filling Tutor tuition: a specialist tutor to work with specific PP children to close their attainment gap 	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. We will also focus on metacognition and self-regulation strategies particularly for our disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small Group</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<ul style="list-style-type: none"> Specially trained EAL teacher/LSAs to provide early intervention and targeted support for new to English and more advanced multilingual learners (Racing to English and Multilingual Magic interventions) with a focus on pre-teaching, subject specific vocabulary. 	<p>The Bell Foundation:</p> <p>https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/multilingual-support/</p> <p>https://www.bell-foundation.org.uk/resources/great-ideas/translanguaging/</p>	1,2,3,4,5,
<ul style="list-style-type: none"> School to ensure there is a clear and comprehensive list of interventions which are evidence based to support phonics, reading (Better Reading 	<p>See Guidance: Selecting Interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p>	1,2,4,5

Partners,) maths (Number Sense) <ul style="list-style-type: none"> ● CPD for teachers and LSAs on precision teaching ● Entry and exit data for each intervention 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tier 3 Wider Strategies Improving attendance by even tighter monitoring, action plans and close communication with families and children short term steps and being proactive escalate things more quickly (pre-empting)	Working Together to Improve School attendance Gov doc: https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf Bristol Toolkit Improving attendance: https://www.bristolsafeguardingineducation.org/resources-and-guidance/resources-for-strategic-safeguarding/improving-school-attendance/	3,5
Belonging: To improve pupils and their family's sense of belonging, with a particular focus on new arrivals (Linked to our School Improvement Priority SIP1 2024-25)	Research indicates that a sense of belonging for all pupils (especially vulnerable) has a positive impact on attainment and attendance. At St John's we have an increasing proportion of pupil premium/ 'vulnerable' pupils now called by school staff as Enhanced Care (EC) children and we do not want any child to be left behind or feel 'outside' of our school, we also know that attendance is a concern for some of these pupils. In SIP 1 we are supporting Focus Children	1,2,3 5
Ensuring children engage with the wider life of the school and enhance their cultural capital through enriching experiences such as clubs, learning a musical instrument, taking on	Evidence from EEF Physical activity and Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3,5,6

responsibilities and leadership roles	There is lots of evidence that learning a musical instrument has many benefits such as reducing stress to boosting self-confidence, enhancing memory, fostering creativity, improving academic performance and more.	
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<p>Further information (optional)</p> <p>Supporting PP pupils social, emotional and mental health needs through ELSA sessions and play therapy where necessary</p>	<p>Children with more developed skills in self- regulation and executive function (a set of mental skills including working memory, flexible thinking and self control) are more likely to have better health outcomes in later life, including a lower risk of anxiety and depression.</p>	
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Total budgeted cost: £74,063

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupils in receipt of the Pupil Premium (PP) grant are very different from one another, as is each cohort year on year. Our numbers are relatively low (between 7 and 10% over the last 3 years). We have a high mobility rate, meaning children join and leave us, 45.2% of the KS2 cohort were with us in Early Years and we welcome a greater than average number of new arrivals. Over the past 3 years, we have noticed an increase in overlap (intersectionality) between PP, Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL). Of the pupils eligible for the PP grant 23-24, 62% were minority ethnic, 27% were EAL and 20% were SEND.

We have analysed the performance of our school's disadvantaged pupils during the 3 previous academic years, drawing on national assessment data and our own internal summative and formative assessments. Overall data shows that, although there are successes and evidence of good progress including those with SEND, there is still a gap between our disadvantaged and non-disadvantaged pupils. We continue to remain ambitious and strive for all our children (regardless of background, individual need or starting points) to meet age related expectations. We fully understand each child who is in receipt of the PP grant, their needs and what we can do to best support them.

We have continued to develop quality first inclusive teaching across the school and our research informed Teaching and Learning Policy enhances learning in the classroom.

Teacher and tutor tuition is an approach that has spanned our 3 year strategy with our children eligible for the PP grant being a priority. Teacher feedback, pupil voice and assessment data all support this approach and we are aware of further improvements we would like to make moving forward.

Over the 3 year strategy (2021-24) our numbers have increased for those attending an after school activity. We have also seen a big increase in the number of children attending sporting events within and out of school. Our ELSA trained professionals deliver weekly sessions to pupils who need the support and we also provide play therapy which has significantly benefited one pupil.

We have continued to embed our robust procedures for monitoring attendance and lateness. The general trend has improved slightly over time but we are still below national and where we would like to be for this group of children. We have revised our plans for tackling this in our 24-27 strategy.

Based on all the information above, our own data collection and impact, some of our pupils in receipt of the grant still did not meet the expectations and intended outcomes. Our evaluation of the approaches delivered over the 21-24 strategy indicates that we will continue with teacher and our specialist tutor tuition with some adaptations including learners developing metacognition and self-regulation strategies. We will enhance our provision for EAL pupils through interventions with a specialist teacher and an improved new arrivals policy. Our school improvement priority about 'Belonging' aims to support these pupils too. We will more tightly monitor the academic progress and attendance of key children so they have the best possible outcomes. We will continue to offer enrichment through clubs and music as well as social and emotional support.

Finally, it is important to note that our teachers and LSAs know who these children are and go above and beyond for them, prioritising their learning and supporting them academically, socially or emotionally.

Breakdown of spending from 2023-24

2023-24 Spend	Amount	Detail
Tier 1	£25,051	Quality First teaching, staff meeting time, CPD, LSA support in class
Tier 2	£32,314	Teacher Tuition £18,900 Tutor Tuition £6,334 Learning Village EAL £1,080 Interventions Phonics, BRP £6,000
Tier 3	£20,891	Shine £3856 Music tuition £1,686 Play therapy £1,945 ELSA £13,404
Total	£78,256	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	