

St. John's CEP School 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 CEP School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2022 (up until 2023-2024)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Smith
Pupil premium lead	Mr Smith & Mrs Finch
Governor / Trustee lead	Mr Parker-Bruce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66420
School led tutoring grant	£ 4252
Recovery premium funding allocation this academic year	£ 6090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 53585
Total budget for this academic year	£130347

Part A: Pupil premium strategy plan

Statement of intent

St. John's aims to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve highly as they can across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this aim, including good progress for those who are already attain highly.

Our aim is also to recognize and support additional challenges faced by some of our vulnerable pupils, such as those who have a social worker, are adopted from care, and are young carers or those who have experienced domestic abuse. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Premium and the School Led Tutoring Grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

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

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (those who receive the pupil premium).

Challenge number	DETAIL OF CHALLENGE
1	Lower well-being and self-regulation observed for many of our disadvantaged children. Some children exhibit highly dysregulated and aggressive behaviour others present as passive and emotional; struggling to attend school, separate from carers and engage with learning effectively.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils which negatively impact on their receptive and expressive language. This is evident from Reception through to Year 6 and in general, is more apparent amongst our disadvantaged pupils. 15% of pupil premium children in Reception, Year 1 and Year 2 require speech & language input.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers from Year R to Year 6.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with progress and attainment in Reading, Writing and Maths when compared with their peers. This has been compounded by two periods of lockdown and home learning.
5	Attendance data shows that 32% of our disadvantaged pupils is below the school average. 13% of these are considered to be 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Reduction in level of severity and frequency of aggressive behaviour	The well-being and ability of a small number of our disadvantaged children to enjoy school safely (without daily aggressive and non-compliant behaviours – an end to the need to exclude for a fixed term period).
Improved oral 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 for language, reading comprehension and creative writing.
Improved phonics attainment among disadvantaged pupils.	By the end of Year 2 we aim to ensure that 80% of our disadvantaged pupils with no underlying serious SEN achieve the phonics screening check.
Improved reading, writing & maths attainment among disadvantaged pupils at the end of KS1 & KS2.	To ensure that at least 80% of KS1 and KS2 disadvantaged pupils (without serious underlying SEN) meet the expected standard for reading, writing and maths each academic year and up to 2023/24 show.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 and going forward to 2023/24 demonstrated by: the overall persistent absence rate to be below 10.5% for all pupils Pupil absence autumn 18 to spring 19 text.pdf (publishing.service.gov.uk)</p> <ul style="list-style-type: none"> All of our disadvantaged pupils who are persistently absent to attend for at least 90% of the time.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,038**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour for those individuals who struggle to self-regulate.	Specialist support from STLS (training and guidance has previously been successful. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund ongoing teacher training and release time. Implementation of NELI in EYFS.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Train and share with all teaching and support staff the findings of research into the most effective TA practise	Research describes the most effective uses of TAs to ensure the best outcomes for pupils: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4

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

Budgeted cost: £ **£52,398.69**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions delivered by a qualified teacher targeted at disadvantaged pupils who require further phonics support within Years R, 1 & 2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Additional qualified teachers working across the school to target disadvantaged pupils who require support to improve progress and attainment with reading, writing and maths, whose education has been most impacted by the pandemic</p>	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: **£30,000** (estimate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Development of existing space into small intervention teaching rooms</p>	<p>The research via the link below supports the intensive small group work to enhance outcomes (additional space required to achieve this)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £92,436.69

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 indicate that the progress and attainment of many of our disadvantaged pupils was lower than in 2019 in key the areas of phonics, reading, writing and maths. Progress and attainment was good in 2018/19 as it had been in previous years, but since the pandemic the outcomes we aimed to achieve have not been fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. Even when school was open, the required isolation of those who were a 'contact' of a positive case impacted both on the attendance of staff and pupils.

Overall attendance in 2020/21 and 2019/2020 (which included a lockdown from March to June – and the fact that some Year Groups did not return to school and attending school was not a legal requirement) was lower than in all preceding years. During these 2 academic years, some of our disadvantaged pupils did not attend school during the lockdowns despite encouragement to do so.

Our assessments and observations indicate that the disturbance to schooling for many children, has negatively impacted on behaviour, wellbeing and mental health as well as their learning and general development, whether disadvantaged or not. The impact on learning and development seems most obvious in the youngest pupils. These issues are completely down to the impact of the pandemic over the last 2 academic years. The impact has been especially severe for some disadvantaged pupils and other families due to their individual circumstances. We used pupil premium funding to provide wellbeing support and targeted interventions where required and when possible. We are building on that approach with the activities detailed in this plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding the more effective use of our Teaching Assistants. [Making Best Use of Teaching Assistants | EEF](#) demonstrates this has significant benefits for all pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.