

# St. John's CEP School Pupil Premium Strategy Statement 2022-2023 (including review of 2021-2022)

This statement details our school's planned use of pupil premium (and recovery premium for the **2022** to **2023** 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 impact that last year's (2021-2022) spending of pupil premium had within our school. It is part of a 3 year plan which runs until July 2024.

## School overview

Detail	Data
School name	St. John's CEP School
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 <b>2022 – 2023</b> (current year) 2023 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Smith
Pupil premium lead	Mr Smith & Mrs Finch
Governor / Trustee lead	Mrs Willmott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68,392
School led tutoring grant	£ 6,804
Recovery premium funding allocation this academic year	£ 6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 68,928
<b>Total budget for this academic year</b>	<b>£150,359</b>

# 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 by the pandemic.

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	<p>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.</p> <p><b>SEPTEMBER 2022</b></p> <p>4 pupils with SEMH as their prime need who display challenging behaviour. A further 5 with EHCP who either have SEMH as their prime need, Communication &amp; Interaction or have an ASD diagnosis who present with challenging behaviour.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils which negatively impacts on their receptive and expressive language. This is evident from Reception through to Year 6 and in general, is apparent amongst all pupils as well as our most disadvantaged pupils.</p> <p><b>EYFS SEPTEMBER 2022</b></p> <p><i>Listening, Attention &amp; Understanding</i></p> <p>50% of cohort working below Reception Level</p> <p><i>Speaking</i></p> <p>56% of cohort working below Reception Level</p> <p>Pupils are receiving speech link intervention (for speech sound production)</p> <p>Pupils are receiving NELI intervention to improve receptive and expressive language skills.</p>
3	<p>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.</p> <p><b>Please see data tables in review of previous year's outcomes against objectives 2021-2022.</b></p>
4	<p>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 and increased levels of absence due to the pandemic.</p> <p><b>Please see data tables in review of previous year's outcomes against objectives 2021-2022.</b></p>
5	<p>Our data shows that 24% of our disadvantaged pupils were below the general school average for attendance last year. However, none were 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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:</p> <p>the overall persistent absence rate to be below 10.5% for all pupils <a href="#">Pupil absence autumn 18 to spring 19 text.pdf (publishing.service.gov.uk)</a></p> <ul style="list-style-type: none"> <li>All of our disadvantaged pupils who are persistently absent to attend for at least 90% of the time.</li> </ul>

## 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: **£16,752.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on behaviour management approaches (Paul Dix ethos – ‘When Adults Change’) and Key person training with the aim of further developing our school ethos and improving behaviour for those individuals who struggle to self-regulate. Additional specific needs SEN training</p>	<p>Specialist support from STLS (training and guidance has previously been successful. Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <b>£360 Paul Dix (When Adults Change)</b></p>	<p>1 and 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase resources and fund ongoing teacher training and release time.</p> <p>Implementation of NELI assessment and follow on interventions in EYFS by trained TA.</p>	<p>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: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-toolkit-strand-education-endowment-foundation-eeef">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>£14,592.95 Full-time TA cost</b></p>	<p>2 and 4</p>

Purchase of additional levelled phonic readers for our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <b>£ 1400 Additional levelled phonic books</b>	3 and 4
Train and share with all teaching and support staff the findings of research into the most effective TA practise. Also provide support staff with additional specific needs SEN training as required.	Research describes the most effective uses of TAs to ensure the best outcomes for pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> <b>£400 STLS training</b>	4

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

Budgeted cost: **£96,893.69**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions delivered by a qualified teachers targeted at disadvantaged pupils who require further phonics support within Years 1-6.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3 & 4
Additional qualified teachers working across the school to target disadvantaged pupils who require support to improve progress and attainment with reading, writing and mathematics, whose education has been most impacted by the pandemic	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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <b>£96,893.69 Additional teachers</b>	4

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

Budgeted cost: **£11,296.97**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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>	<p>5</p>
<p>Cost of a part-time FLO to work with families to overcome barriers to attendance.</p>	<p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/top-tips-improving-attendance/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/top-tips-improving-attendance/</a> <b>£11,296.97</b></p>	<p>5</p>

**Total budgeted cost for 2022 – 2023: £124,943.61**

## 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.
- Continue to offer 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. This will be funded through Sports Premium.

## 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 2021 to 2022 academic year.

The National assessments for EYFS, KS1 and KS2 returned after a 2 year absence in the summer of 2022, but due to the impact of the pandemic they are not being openly published and should be viewed with caution when compared to other schools and previous data sets for St. John's.

Although as a school we compare well and are in fact above the national and local picture in almost every area measured, outcomes for our disadvantaged pupils remain mixed due to personal circumstances. As evidenced in schools across the country, school closures due to the pandemic (during 2019-2020 and 2020-2021) was very detrimental to the youngest children as well as our disadvantaged pupils. During the last academic year (2021-2022) up until March/April, the required isolation of those who tested positive impacted negatively both on the attendance of staff and pupils.

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 3 academic years. The impact has been especially severe for some disadvantaged pupils and other families due to their individual circumstances. We use pupil premium funding to provide wellbeing support and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Pupil Premium Spend for Year 2021 – 2022

**£ 41,045** Additional Qualified Teachers

**£ 11,594** Additional Qualified Teachers paid from Recovery Premium & School Led Tutoring Grant

**£ 8,040** New Phonics scheme and phonic reading books

**£ 2,814** Trips, music lessons, counselling, extra-curricular club fees, uniform, purchase of specialist resources.

**£ 63,493 Total Spend**

## Impact against our Intended Outcomes for 2021-2022

Intended outcome	Success criteria
Reduction in level of severity and frequency of aggressive behaviour	The creation of individual workstations and safe areas, de-escalation training, additional learning and well-being spaces, use of part-time time tables, individualised well-being time tables, additional support from the Specialist Teaching & Learning Service have for the majority of pupils resulted in a decline in aggressive behaviours towards other pupils and staff. Those pupils who had previously received fixed term exclusions earlier on in the academic year saw these reduce or cease by the end of Term 6.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>EYFS</p> <p><i>Listening, Attention &amp; Understanding</i></p> <p>In Term 1, 65% were below Reception level. By the end of the year 86.7% were at the Expected level. (1 Pupil Premium child was Expected and 1 with SEND also was Emerging).</p> <p><i>Speaking</i></p> <p>In Term 1, 68% were below Reception level. By the end of the year 81.7% were at the Expected level. (1 Pupil Premium child was Expected and 1 with SEND also was Emerging).</p>
Improved phonics attainment among disadvantaged pupils.	<p>56% of disadvantaged pupils passed the phonics screening check in Year 1.</p> <p>86% of disadvantaged pupils passed the phonics screening check by the end of Year 2.</p>
Improved reading, writing & maths attainment among disadvantaged pupils at the end of KS1 & KS2.	Please see table below

Year Group	Cumulative Points of progress from Yr 2 –Yr 6	Average Points progress of Pupil Premium pupils			Number of Pupil Premium pupils per year group	% of Pupil Premium pupils that are also SEND	Average Points progress of Non-Pupil Premium			Number of Non Pupil Premium pupils per year group	% of Non-Pupil Premium pupils that are also SEND
		Reading	Writing	Maths			Reading	Writing	Maths		
3	6	5.9	5.2	5.7	7	29%	5.8	5.7	5.9	57	12%
4	12	14.4	14.7	13.3	5	60%	14.7	14.5	14.5	60	7%
5	18	17.9	17.6	18.0	9	22%	18	17.6	17.8	57	11%
6	24	22.5	22.2	22.6	8	38%	23.9	23.9	23.8	56	25%

Year Group	Number of Pupil Premium Children	% of PP children with no underlying SEN that met the phonics threshold	% of PP children (inc. SEN) that met the phonics threshold
1	9	67%	56%
2	7	80%	86%

Year Group	Number of Pupil Premium Children	% of PP children with no underlying SEN that achieved EXS			% of PP children (inc. SEN that achieved EXS		
		Reading	Writing	Maths	Reading	Writing	Maths
2	7	75%	50%	50%	86%	57%	71%
6	8	100%	100%	100%	63%	63%	63%

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

24% of our disadvantaged pupils were below the general school average for attendance of all pupils at 93.7%. This is an improvement of 8% on the previous year (it was then 32%).

None of these pupils are considered to be 'persistently absent' (below 80% attendance). This was 13% the previous year. A very pleasing improvement.

Furthermore, 57% of our disadvantaged pupils' attendance was above the average attendance of all pupils. Also very pleasing.

76% of our disadvantaged pupils had attendance rates of 90% or better.