

St. John's CofE (VA) Primary School - Pupil Premium Strategy Statement 2021-24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	2020-21 (47%) 2021-22 (50%) 2022-23 (54%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Revision completed 3.11.22
Date on which it will be reviewed	2.10.23
Statement authorised by	Andrew Farnell
Pupil premium lead	A Farnell / N Pallister
Governor / Trustee lead	A Hone P Pemberton

Funding overview:

Detail	Amount
Pupil premium funding allocation – 2021-22	£147,200
Pupil premium funding allocation – 2022-23	£158,310
Pupil premium funding allocation – 2023-24	tbc
Recovery premium funding allocation – 2021-22	£15,225
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	£158,310

Part A: Pupil premium strategy plan

Statement of intent

At St. John's our vision is for all pupils to flourish and 'Achieve More as God's Children'.

We have a relentless focus on ensuring all pupils succeed in all aspects of their academic, personal and social development: irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils and all other pupils to achieve that goal.

All pupils in school are supported and challenged to make good progress and achieve high attainment across all subject areas. High-quality teaching, support and guidance is at the heart of our approach. We have developed an experienced staff team and an enriched curriculum to deliver this.

We recognise the challenges faced by our vulnerable and SEND pupils and those with multiple needs. The activities we have outlined in this statement are also intended to support these needs, regardless of whether they are disadvantaged or not.

It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers as we recognise the challenges faced by many in our community who may not be entitled to PP funding.

Pupil premium funding is vital to support the work of removing barriers and creating opportunities and an environment for success for all.

Challenges

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

Challenge number	Detail of challenge
1	End of KS2 Data indicates Pupil Premium children have lower attainment and make less progress overall in all subjects, compared to 'others' in school. (The gap however varies from year to year and is more often apparent as 'others' perform well-above national.)
2	Assessments, observations, and discussions with pupils indicate significant challenges with engagement in early reading, Phonics, and a sustained focus on reading throughout school. Additional aspect of challenge: access to texts and parental support for reading at all stages.
3	Assessments, observations, and discussions indicate pupils have poor language and communication skills, limited life experiences and poor gross and fine motor skills.
4	Many dis-advantaged pupils have multiple or complex additional needs in addition to those listed above, including: SEMH – Medical – SEND – Safeguarding - Family Issues – Neuro Developmental
5	The impact of COVID increased the Gap between disadvantaged and non-disadvantaged pupils. In 2020-21 the attendance of PP pupils in the majority of cohorts fell below that of others in school. The gap ranged from 3% to 10%.

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>1. To close the gap between PP children and others in Statutory Assessment outcomes at the end of KS2. (High Quality Teaching and Targeted Support)</p>	<p>KS2 outcomes by 2023/24 show that the percentage of disadvantaged pupils meeting the expected standard and progress measures are in line with others in school, above national disadvantaged in</p> <ul style="list-style-type: none"> • Mathematics • Writing • GPS • Reading
<p>2. To close the gap between PP children and others in Reading, across all cohorts. (High Quality Teaching and Targeted Support)</p> <p>Improve access to 'books' and develop additional support for all children.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved Reading outcomes among disadvantaged pupils in every cohort – towards closing the gap in every year. This is evident when triangulated with other sources of evidence, including engagement in lessons, scrutiny and ongoing NFER formative assessment and Accelerated Reader. • Additional support is in place for specific pupils within each cohort. • Increased levels of hearing children read 'everyday' – including, but not exclusive to bottom 20%. • Pupils have access to an increasingly wide range of books. • Opportunities to read at 'any-time' are supported by school. • Pupils express a 'love' of Reading. • Parents are supported with information and materials to help them better support their children. • High quality provision for all aspects of Teaching and Learning of Reading in every cohort. • CPD for all staff is continual.

<p>3. To ensure an ‘enriched curriculum’ provides: opportunities to develop their language and communication skills – exciting and memorable experiences – development of their physical skills and engagement in activity. (High Quality Teaching, Targeted Support and Wider Strategies)</p>	<p>By 2023/24 all pupils must have had:</p> <ul style="list-style-type: none"> • <u>Free access</u> to a wide range of opportunities... • Opportunities that enrich the curriculum and their learning as well as personal development away from school (Day trips and Residential) • Opportunities within school time from a range of visitors and organisations linked to ‘every’ curriculum area. • Opportunities through extended provision that relate to their interests and wishes. • A variety of ‘One off’ Experiences. • Provision of specialist high quality teaching and coaching.
<p>To ensure the needs of the ‘whole’ child are met and supported. (Targeted Support and Wider Strategies)</p> <ul style="list-style-type: none"> • Speech and Language • Physical Development – ‘Key Skills’ • SEMH • Medical • SEND • Safeguarding • Family Issues • Neuro-Developmental 	<p>Early identification and support programmes are in place for all pupils with specific needs.</p> <ul style="list-style-type: none"> • Development of vocabulary across school. • Assessments and observations indicate significantly improved oral language. • Assessments and observations indicate significantly improved ‘key skills’. • Pupil voice and observations indicate positive mental health / support in place. • Additional activities are in place to support families or signpost with any additional need. • Additional Resources are in place to support all developments • Developments are supported by CPD for staff in all areas.
<p>5. Improve the attendance of PP children in each cohort. Return outcomes to pre-COVID levels. (Wider Strategies)</p>	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers returned to less than 1% or positive in all cohorts.

Activity in the 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

Budgeted cost: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2,
Phonics – Reading CPD (All Staff)	EEF Toolkit – Phonics: High Impact – Low Cost (+5 mths)	1, 2,
<p>Purchase additional resources for our chosen DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Phonics Bug</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 3

Retention / redeployment of additional Teaching Staff x3	Only school based staff to deliver Teaching and Learning. High quality teaching is the most important lever to improve pupil attainment.	1, 2, 3, 4, 5
Leadership CPD NPQ	Focus on Leading Teaching and Learning. High quality teaching is the most important lever to improve pupil attainment.	1, 2, 3, 4
Early Years CPD	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4

Targeted academic support

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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	1, 2
Retention and recruitment of additional Learning Support Staff (TA)	EEF Toolkit – Feedback: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4, 5
After School Activity Sessions	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 mths)	3, 4, 5
Emotional Well-Being Support	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 mths)	3, 4, 5
'Key Skills' Programme	EEF Toolkit – Phonics: High Impact – Low Cost (+5 mths)	1, 2, 3, 4, 5
Accelerated Reader	EEF Toolkit – TA Intervention: Moderate Impact – Moderate Cost (+4 mths)	1, 2, 3, 4

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

Budgeted cost: £12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention and recruitment of additional Support Staff: <ul style="list-style-type: none"> Administration 	Support for attendance: <ul style="list-style-type: none"> Parental Communication Targeted engagement 	4, 5
Retention and recruitment of additional Support Staff: <ul style="list-style-type: none"> Play Supervisors 	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 mths)	4, 5
Residential Visit for Y6 Pupils	EEF Toolkit – Outdoor Activity: Unclear Impact School Pupil Voice Activity/Observations demonstrate confidence in the assertion that that this is a crucial activity for all pupils. Use of PP Funding enables this to be delivered to all pupils. Supports parents.	4, 5
Enrichment Activities in school – including visits and visitors.	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths) EEF Toolkit – Arts: Moderate Impact – Low Cost (+3 mths)	1, 2, 3, 4, 5
Story Telling / Writing Workshop Author – Adam Bushnell	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4, 5
Curiosity: A Children’s Conference and Filming Make Believe Arts	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4, 5

Total budgeted cost: £147,200

Activity in the academic year 2022-23

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

Teaching

Budgeted cost: £116,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation: Purchase of NFER standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2,
Continuation: Phonics – Reading CPD (All Staff)	EEF Toolkit – Phonics: High Impact – Low Cost (+5 mths)	1, 2,
Continuation: Purchase additional resources for our chosen DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Phonics Bug	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	1, 2, 3
Continuation: Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 3

Retention / redeployment of additional Teaching Staff x3	Only school based staff to deliver Teaching and Learning. High quality teaching is the most important lever to improve pupil attainment.	1, 2, 3, 4, 5
Continuation Leadership CPD NPQ	Focus on Leading Teaching and Learning. High quality teaching is the most important lever to improve pupil attainment.	1, 2, 3, 4
Early Years CPD	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4

Targeted academic support

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <ul style="list-style-type: none"> Increases number of pre-teach sessions / before school. 	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Additional Activity (New) Reciprocal Reading</p> <ul style="list-style-type: none"> Staff Training New Reading Resources Small Group Tuition 	<p>FFT Programme DfE Approved</p> <p>EEF Toolkit – Reading Comprehension: Very High Impact – Low Cost (+6 mths)</p>	1, 2
Retention and recruitment of additional Learning Support Staff (TA)	EEF Toolkit – Feedback: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4, 5
After School Activity Sessions	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 mths)	3, 4, 5

Emotional Well-Being Support	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 mths)	3, 4, 5
'Key Skills' Programme	EEF Toolkit – Phonics: High Impact – Low Cost (+5 mths)	1, 2, 3, 4, 5
Accelerated Reader	EEF Toolkit – TA Intervention: Moderate Impact – Moderate Cost (+4 mths)	1, 2, 3, 4

Wider strategies

Budgeted cost: £12,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended: 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 staff to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Retention and recruitment of additional Support Staff: Administration	Support for attendance: <ul style="list-style-type: none"> • Parental Communication • Targeted engagement 	4, 5
Retention and recruitment of additional Support Staff: Play Supervisors	EEF Toolkit – Mentoring: Moderate Impact – Low Cost (+2 mths)	4, 5
Residential Visit for Y6 Pupils	EEF Toolkit – Outdoor Activity: Unclear Impact School Pupil Voice Activity/Observations demonstrate confidence in the assertion that that this is a crucial activity for all pupils. Use of PP Funding enables this to be delivered to all pupils. Supports parents.	4, 5

Enrichment Activities in school – including visits and visitors.	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths) EEF Toolkit – Arts: Moderate Impact – Low Cost (+3 mths)	1, 2, 3, 4, 5
Story Telling / Writing Workshop Author – Adam Bushnell	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4, 5
Curiosity: A Children’s Conference and Filming Make Believe Arts	EEF Toolkit – Oral Language: Very High Impact – Low Cost (+6 mths)	1, 2, 3, 4, 5

Total budgeted cost: £158,310

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes 2020-21

Due to COVID there are no published performance measures from Statutory Assessments.

Phonics Assessments in Autumn Term 2020:

- Overall School 87% (11% above National)
- School disadvantaged 67% (3% above National disadvantaged)
- School non-disadvantaged 100% (19% above National)
- In school gap of 33% (reduced by 11% compared to 2019)

COVID Support and Recovery: Continued through...

- Return to in-class learning
- Continued support for remote learning
- Provision of Specialist teachers
- Enrichment opportunities
- Specialist Support
- Monitoring and evaluation of impact on different cohorts

Pupil premium strategy outcomes 2021-22

Challenge 1

We have analysed the performance of our school's disadvantaged pupils in 2021/22 academic year compared to our non-disadvantaged pupils, disadvantaged nationally and overall nationally: key stage 1 and 2 performance data, phonics check results and our own internal assessments.

We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Key Stage 1

The attainment of disadvantaged pupils was in-line or just below national measures in all subjects, for all pupils.

The attainment of disadvantaged pupils was above or well above disadvantaged pupils nationally in all measures. (The same as in 2019)

The in – school gap varied. It was reduced at GD in all subjects. At Expected, it increased by 3% in Reading, 7 % in Writing and 34% in Maths (Compared to 2019 outcomes)

Key Stage 2

The attainment of disadvantaged pupils was just below disadvantaged pupils nationally in Reading. In all other measures (Writing/Maths/GPS and RWM) it was above. (Significant improvement since 2019)

The progress of disadvantaged pupils was well below that of disadvantaged pupils nationally. In all other measures (Writing/Maths/GPS and RWM) it was above. (Significant improvement since 2019)

The in – school gap was reduced, compared to 2019 outcomes, in all areas except GPS (Expected).

Despite some strong individual performances in Reading, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations and therefore remains a key objective in 2022/23.

Challenge 2

Phonics Assessments in Autumn Term 2021:

- Overall School 87% (11% above National)
- School disadvantaged 89% (22% above National disadvantaged)
- School non-disadvantaged 83% (In-line with National)
- In school gap of +6% (improved by 39% compared to 2020)

Y1 Phonics Assessments in Summer Term 2022:

- Overall School 77% (1% above National)
- School disadvantaged 79% (17% above National disadvantaged)
- School non-disadvantaged 75% (In-line with National)
- In school gap of +4% (decreased by 2% compared to 2021)

- English Lead (DHT) removed from regular Class Teaching responsibilities to support rapid delivery of Reading developments.
- Extend Reading / Phonics Team across all Key Stages – Creation of specific role of Phonics Lead.
- Focus on bottom 20%
- Bug Club Training for all Staff: Ensuring all are highly skilled in the teaching of Phonics.
- Work with English Hub on all aspects of Early Reading.
- Completion of Reading Audits.
- Additional CPD for specific staff on different aspects of Reading.
- Re-focus on Story Time in all classes.
- Improved access to Texts for Parents in Early Years.
- Reading Sessions for Parents.
- Renewal of Accelerated Reader
- Continued extension of Accelerated Reader resources.

Challenge 3

Post COVID we were able to ensure the delivery of the many of the 'wider opportunities' with external partners.

- Specialist Music Teaching.
- Live Music (Brass Band) in school.
- Live Theatre in school.
- Residential – Adventurous Activity Programme.
- Visits to Museums.
- In-school specialist Cooking Sessions.
- Curiosity – A Children's Conference and Film

Challenge 4

Support for the whole child was essential post COVID. The overwhelming majority of children across all cohorts were affected negatively by the impact of school closures and remote learning. The outcomes were however not universal and throughout the year 2021-22 time was taken by all staff to assess and support the needs of individuals, groups and whole cohorts.

The 'team' approach has been highly effective in returning the school rapidly to pre-COVID levels of overall pupil well-being and overall 'closing of the gaps' in Learning, Support (Personal Development) and 'Experiences' that only school provides.

Support in place:

- Speech and Language – in school sessions for individuals and groups of pupils
- Staff training.
- Assessment - Identification of increased need in Early Years leading to increase support/referral levels.

- SEMH – Wide range of group or class sessions provided in school. Focus on issues such as friendship and anxiety.
- Support for children provided by parent-led CBT sessions.
- Counselling sessions for pupils.
- In-school Key Worker providing liaison with Piece of Mind/CAMHS team to identify and support/refer all pupils with a range of SEMH issues.
- Introduction of 'Zones of Regulation'.
- Increased 1:1 support time for most severely impacted pupils.
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- Physical – Key Skills sessions provided through pre-school activity.

Challenge 5

Our data over the last year indicates that attendance among disadvantaged pupils was broadly between 1 - 3% per class lower than for non-disadvantaged pupils. The gap has already been reduced and therefore on target to deliver key objective by 2024.

- Administrator with Attendance brief ensures daily focus on identified children and families requiring additional support.
- Additional case studies show impact of 1:1 work with children and families including contact and home visits.
- All staff are part of process supporting good attendance.

Overall:

Results mean that we are on course to achieve the majority outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. However, we have still reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in 2022-23 Academic Year' section above.

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

Further information

Challenge 1, 2

Additional Evaluation / Note.

For the full academic year 2022-23 the English Lead / DHT has a non-class based role. The primary purpose of this is to enhance all aspects of Reading developments.

Challenge 5

Additional Evaluation / Note.

- At the time of completing the updated report overall attendance was severely impacted by unusually high absence rates. Similar patterns were experienced Nationally, as evidenced in FFT Attendance Tracker Data.

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:

- Breakfast Club: Free for all pupils, supported by the Greggs Foundation.
- Support for Disadvantaged families: through grants from the Greggs Foundation.
- Work with Church Community Project 'Shildon Alive': providing a 'rescued food stall every week (run by HLTA and Y5 pupils), referral for parents in need of additional support and involvement in community gardening projects.