

## Pupil Premium Strategy Statement 2021-25

### School Overview

| Detail  | Data  |
|---|---|
| Number of pupils in school  | 207   |
| Proportion (%) of pupil premium eligible pupils   | 2021-22 (50%)<br>2022-23 (54%)<br>2023-24 (58%)<br><b>2024-25 (58.5%)</b> |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024<br><b>2024-2025</b>                   |
| Date this statement was published   | Revision completed 5.12.2024  |
| Date on which it will be reviewed   | 5.12.2025   |
| Statement authorised by   | Nicola Pallister  |
| Pupil premium leads   | Nicola Pallister (Headteacher)<br>Andrew Kay (Deputy Headteacher)         |
| Chair of Governors  | Andy Harris   |

### Funding Overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation – 2021-22   | £147,200        |
| Recovery premium funding allocation – 2021-22  | £15,225         |
| Pupil premium funding allocation – 2022-23   | £158,310        |
| Pupil premium funding allocation – 2023-24   | £164,415        |
| <b>Pupil premium funding allocation – 2024-25</b>                                      | <b>£180,920</b> |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£180,920</b> |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |  |
|---|--|

### Statement of Intent

At St. John's, our vision is for all pupils to flourish: 'Shining Bright Together as One Family.'

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, specifically designed to meet the needs of our children.

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.

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### 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.<br><br>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 disadvantaged pupils have multiple or complex additional needs in addition to those listed above, including: SEMH – Medical – SEND – Safeguarding - Family Issues – Neuro Developmental   |
| 5                | Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.   |

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### 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 2024/25 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"> <li>• Mathematics</li> <li>• Writing</li> <li>• GPS</li> <li>• Reading</li> </ul>  |
| <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"> <li>• 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.</li> <li>• Additional support is in place for specific pupils within each cohort.</li> <li>• Increased levels of hearing children read 'everyday' – including, but not exclusive to bottom 20%.</li> <li>• Pupils have access to an increasingly wide range of books.</li> <li>• Opportunities to read at 'any-time' are supported by school.</li> <li>• Pupils express a 'love' of Reading.</li> <li>• Parents are supported with information and materials to help them better support their children.</li> <li>• High quality provision for all aspects of Teaching and Learning of Reading in every cohort.</li> <li>• CPD for all staff is continual.</li> </ul> |

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| <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 2024/25 all pupils must have had:</p> <ul style="list-style-type: none"> <li>• <u>Free access</u> to a wide range of opportunities...</li> <li>• Opportunities that enrich the curriculum and their learning as well as personal development away from school (Day trips and Residential)</li> <li>• Opportunities within school time from a range of visitors and organisations linked to 'every' curriculum area.</li> <li>• Opportunities through extended provision that relate to their interests and wishes.</li> <li>• A variety of 'one off' experiences.</li> <li>• Provision of specialist high quality teaching and coaching.</li> </ul>  |
| <p>4. To ensure the needs of the 'whole' child are met and supported. (Targeted Support and Wider Strategies)</p> <ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• Physical Development – 'Key Skills'</li> <li>• SEMH</li> <li>• Medical</li> <li>• SEND</li> <li>• Safeguarding</li> <li>• Family Issues</li> <li>• Neuro-Developmental</li> </ul> | <p>Early identification and support programmes are in place for all pupils with specific needs.</p> <ul style="list-style-type: none"> <li>• Development of vocabulary across school.</li> <li>• Development of teaching of oracy.</li> <li>• Assessments and observations indicate significantly improved oral language.</li> <li>• Assessments and observations indicate significantly improved 'key skills'.</li> <li>• Pupil voice and observations indicate positive mental health / support in place.</li> <li>• Additional activities are in place to support families or signpost with any additional need.</li> <li>• Additional Resources are in place to support all developments</li> <li>• Developments are supported by CPD for staff in all areas.</li> </ul> |
| <p>5. Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.</p>   | <p>A higher proportion of Pupil Premium children meet a Good Level of Development than in 2024.</p>  |

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### Overview of Activity in the Academic Year 2024-25

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

| Targeted Area              | Budgeted Cost   | Additional Information |
|----------------------------|-----------------|------------------------|
| Teaching                   | £130,000        |                        |
| Academic Support           | £39,000         |                        |
| Wider Strategies           | £11, 920        |                        |
| <b>Total budgeted cost</b> | <b>£180,920</b> |                        |

### Teaching

Budgeted cost: £130,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continuation:<br>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:<br><br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1, 2                          |
| Continuation:<br>Phonics – Reading CPD (All Staff)  | EEF Toolkit – Phonics:<br>High Impact – Low Cost (+5 mths)  | 1, 2                          |
| Continuation:<br>Purchase additional resources for our chosen <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.<br>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:<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1, 2, 3                       |

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| <p>Continuation:</p> <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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 1, 3          |
| <p>Retention / redeployment of additional Teaching Staff x3</p>  | <p>Only school-based staff to deliver Teaching and Learning.</p> <p>High quality teaching is the most important lever to improve pupil attainment.</p>   | 1, 2, 3, 4, 5 |
| <p>Continuation</p> <p>Leadership CPD</p> <p>NPQ</p>   | <p>Focus on Leading Teaching and Learning.</p> <p>High quality teaching is the most important lever to improve pupil attainment.</p>   | 1, 2, 3, 4    |
| <p>Early Years CPD</p>   | <p>EEF Toolkit – Oral Language: Elklan Training</p> <p>Mini-Link – Speech and Language Development</p> <p>Very High Impact – Low Cost (+6 mths)</p>  | 1, 2, 3, 4, 5 |

### Targeted Academic Support

Budgeted cost: £39,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Extended:</p> <p>Additional phonics sessions targeted at</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted</p> | 2                             |

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| <p>disadvantaged pupils who require further phonics support.</p> <ul style="list-style-type: none"> <li>Increases number of pre-teach sessions / before school.</li> </ul>              | <p>phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> |               |
| <p>Additional Activity (New)</p> <p>Reciprocal Reading</p> <ul style="list-style-type: none"> <li>Staff Training</li> <li>New Reading Resources</li> <li>Small Group Tuition</li> </ul> | <p>FFT Programme</p> <p>DfE Approved</p> <p>EEF Toolkit – Reading Comprehension:</p> <p>Very High Impact – Low Cost (+6 mths)</p>   | 1, 2          |
| <p>Retention and recruitment of additional Learning Support Staff (TA)</p>  | <p>EEF Toolkit – Feedback:</p> <p>Very High Impact – Low Cost (+6 mths)</p>   | 1, 2, 3, 4, 5 |
| <p>After School Activity Sessions</p>   | <p>EEF Toolkit – Mentoring:</p> <p>Moderate Impact – Low Cost (+2 mths)</p>   | 3, 4, 5       |
| <p>Emotional Well-Being Support – Anxious about school.</p>   | <p>EEF Toolkit – Mentoring:</p> <p>Moderate Impact – Low Cost (+2 mths)</p>   | 3, 4, 5       |
| <p>‘Key Skills’ Programme</p>   | <p>EEF Toolkit – Phonics:</p> <p>High Impact – Low Cost (+5 mths)</p>   | 1, 2, 3, 4, 5 |
| <p>Accelerated Reader</p>   | <p>EEF Toolkit – TA Intervention:</p> <p>Moderate Impact – Moderate Cost (+4 mths)</p>  | 1, 2, 3, 4    |

### Wider Strategies

Budgeted cost: £11,920

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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| <p>Extended:</p> <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 staff 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>Retention and recruitment of additional Support Staff:</p> <p>Administration &amp; Arbor</p>  | <p>Support for attendance:</p> <ul style="list-style-type: none"> <li>• Parental Communication</li> <li>• Targeted engagement</li> </ul>  | <p>4, 5</p>          |
| <p>Retention and recruitment of additional Support Staff:</p> <p>Play Supervisors (KJ &amp; KC)</p>  | <p>EEF Toolkit – Mentoring:</p> <p>Moderate Impact – Low Cost (+2 mths)</p>   | <p>4, 5</p>          |
| <p>Residential Visit for Y6 Pupils</p>   | <p>EEF Toolkit – Outdoor Activity:</p> <p>Unclear Impact</p> <p>School Pupil Voice Activity/Observations demonstrate confidence in the assertion that that this is a crucial activity for all pupils.</p> <p>Use of PP Funding enables this to be delivered to all pupils.</p> <p>Supports parents.</p> | <p>4, 5</p>          |
| <p>Enrichment Activities in school – including visits and visitors.</p>  | <p>EEF Toolkit – Oral Language:</p> <p>Very High Impact – Low Cost (+6 mths)</p><br><p>EEF Toolkit – Arts:</p> <p>Moderate Impact – Low Cost (+3 mths)</p>  | <p>1, 2, 3, 4, 5</p> |

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|--|---|---------------|
| Story Telling / Writing Workshop<br>Author – Adam Bushnell / Liz Million | EEF Toolkit – Oral Language:<br>Very High Impact – Low Cost (+6 mths)                 | 1, 2, 3, 4, 5 |
| Implementation of Lexia Programme across Reception, KS1 and KS2          | High Impact – moderate cost<br>Matched to pupils' individual needs<br>Approved by EEF | 1, 2, 3, 4, 5 |

**Total budgeted cost: £180,920**