

St John's CE Primary School Pupil Premium Strategy Statement 2021-22

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 CE Primary School
Number of pupils in school	319 R- Y6
Proportion (%) of pupil premium eligible pupils	25% R-Y6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	A. Mills (HT)
Pupil premium lead	L. Mills
Governor / Trustee lead	J. Clarke (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88,770
Recovery premium funding allocation this academic year	£ 7395
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	£ 96,165

Part A: Pupil premium strategy plan

Statement of intent

At St John's our ultimate aim is for our pupil premium funding improves education outcomes for the disadvantaged pupils in school. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. We aim to use this funding to close this gap and for our disadvantaged pupils to be given the opportunities, experiences, knowledge and skills that will allow them to leave St John's secondary school ready and ultimately ready to play an active part in British society as an adult. We plan to do this primarily by ensuring all pupils have access to high-quality teaching through the delivery of a bespoke school curriculum that is accessible to all pupils within our school. Quality CPD will be delivered by leading practitioners and school leaders who have all gained NPQ qualifications. ECTs will be supported by a team of experienced mentors who will deliver a bespoke support programme which will ensure the continuity of the St John's curriculum in all classes. School leaders will be released from classroom responsibility in order to deliver bespoke interventions with a primary focus on decoding through our Read Write Inc phonics programme and basic maths skills using CLIC and SAFE interventions by Big Maths. In addition to this, we will carefully monitor behaviour, punctuality and attendance of our pupil premium pupils. We will provide financial support to allow them to access all areas of the curriculum including extra curriculum clubs and educational visits. School fruit and additional sports lessons and clubs will be provided to improve health and wellbeing of all pupils. Children will be taught about mental health and how to regulate their emotions and behaviour. If needed, additional interventions will be provided by our SEN team.

Challenges

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

Challenge number	Detail of challenge
1	Ability to decode – Reading is a priority across school.
2	Attendance and Punctuality
3	Behaviour and attention – A number of pupils have behaviour which blocks learning
4	Maths attainment
5	Writing attainment

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
Progress in Reading / phonics	Achieve national average progress scores in KS2 Reading (0) Achieve national average expected standard in PSC
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)
Attendance and Punctuality	attendance of disadvantaged pupils is above 95%

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: £ CPD 500 Recruitment & Retention £68,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release Leading Practitioners from Classroom Responsibility 1 day per week to improve quality of teaching across school</i>	Lead practitioners to support teachers in areas 4+ in EEF Toolkit <ul style="list-style-type: none"> • metacognition and self-regulation • reading comprehension • teaching of phonics • feedback • mastery learning • parental engagement 	1,4 ,5
<i>Reduce class size to allow personalised feedback and instruction</i>	Feedback +6 EEF Toolkit Individual instruction +4 EEF Toolkit	1,4,5

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

Budgeted cost: Release Time £ 13,652 & £ 11,555 Phonics £5,116 Maths £1,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics intervention</i>	EEF Toolkit Phonics +5	1
<i>CLIC & SAFE Intervention</i>	Small group tuition +5	4
<i>Writing (SPAG) Intervention</i>	Small group tuition +5	5

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

Budgeted cost: £8,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance and punctuality carefully tracked and monitored</i>	Parental engagement +4	2
<i>Behaviour interventions</i>	Behaviour interventions +4	3

Total budgeted cost: £ 113,247

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.

During the previous academic year needs changed due to the additional unexpected school closure. During this time many more of our disadvantaged pupils were brought into school than in the previous lockdown. Those at home were contacted regularly with live 1:1 reading sessions which prevented further gaps being created. Quality first teaching included increased focus on behaviour strategies and mental health / PSHE based support. School fruit in KS2 was extended to support physical health and PE lessons increased to compensate for lack of activity during the winter lockdown. As a result, behaviour scores show a decrease in negative behaviour from

At the end KS2 63% of our PP children achieved ARE 19% worked at greater depth within the expected standard. KS1 63% PP children achieved ARE in reading.

In writing 44% children achieved ARE in both KS1 & 2.

In maths 57% children achieved ARE in KS1 & KS2

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Emotional support and behaviour interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Child now supported within the classroom.