

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 Johns First School
Number of pupils in school	276 Full time equivalent (FTE) number of pupils aged 4 and over as at 31 August 2020 in Reception to Year 11 as recorded on the School and PRU Census
Proportion (%) of pupil premium eligible pupils	49 children 17.75% (July 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Mrs Claire Marsland
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,905.00
Recovery premium funding allocation this academic year	£7,056.00 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£72,961

Part A: Pupil Premium Strategy Plan

Statement of Intent

<p>Ultimate Objectives</p> <ul style="list-style-type: none">➤ Ensure all disadvantaged children are safe and emotionally able to access their education➤ Ensuring all disadvantaged children make good progress with their phonics and early reading➤ Ensuring all disadvantaged children catch up with their reading fluency and comprehension in KS2 <p>Strategy Plan</p> <ul style="list-style-type: none">➤ Increase our number of trained DSLs➤ Rigorous attendance monitoring and addressing of persistent absence➤ Relaunch our Alternative Provision and our Nurture Provision➤ Relaunch Read Write Inc as our Phonics Scheme➤ Provide up-to-date training for the delivery of Read Write Inc➤ Promote and increase reading opportunities across the school

Challenges

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

Challenge number	Detail of challenge
1	Many of our PP children have additional vulnerabilities such as SEND, poor attendance or safeguarding concerns and even both
2	The disruption to education in the last 18 months due to the pandemic has particularly affected our most vulnerable children and they have gaps in their phonic knowledge and application
3	We know that many of our most vulnerable children do not have many books within their family home or the opportunity to read with someone, and these children are less confident and fluent with their reading. The lack of fluency can impact the comprehension of texts read independently.
4	During the pandemic we did not send books home from school, using an online reading scheme – Oxford Owls. Although devices were made available to our most vulnerable families, we know that many children did not access the books.

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>All vulnerable children with SEND receive the additional support they need to ensure they are safe and happy in school, attend regularly and make good progress with their learning.</p>	<ul style="list-style-type: none"> ✓ PP children with identified SEND are safe and happy in school – clear reduction in incidents recorded on ABCC Logs and Bound Book Entries ✓ PP children who access Nurture make good progress against Boxall and SDQ assessments ✓ Attendance figures for PP children improve ✓ PP children with identified SEND make good progress with their learning from their own individual starting points
<p>All vulnerable children with safeguarding concerns receive the additional support they need to ensure they are safe and happy in school and make good progress with their learning.</p>	<ul style="list-style-type: none"> ✓ Additional DSL trained / qualified ✓ PP children with identified SG concerns feel safe and secure in school – SDQ assessments improve / children are more settled and able to access learning ✓ PP children with identified SG concerns make good progress with their learning from their own individual starting points
<p>All vulnerable children make good progress with their phonics and early reading</p>	<ul style="list-style-type: none"> ✓ At least 85% of PP children achieve the expected standard
<p>All vulnerable children make good progress with their reading fluency and comprehension in KS2</p>	<ul style="list-style-type: none"> ✓ 75% of PP children in KS2 will achieve ARE or better in reading, in line with all other children.

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: £2,690.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Safeguarding DSL training</i>	Increasing the number of appropriately trained staff in safeguarding and early help, with the knowledge of your families, can provide signposting and additional support to more PP children with SG concerns. This support will support them with attendance and their emotional wellbeing, which will impact their ability to learn more effectively.	1
<i>MyConcern</i>	A robust system for recording all SG concerns, ensures early help is provided	1

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

Budgeted cost: £40,799.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Acorns staffing</i>	Personalised learning is the most effective for PP children with high levels of SEND.	1, 2,
<i>Phonics interventions (KS1)</i>	Targeted small group phonic intervention using recognised scheme accelerates progress	2
<i>Phonics interventions (KS2)</i>	Targeted small group phonic intervention using recognised scheme accelerates progress	2
<i>Phonics and reading resources)</i>	High quality resources improve provision and outcomes for children	2, 3, 4

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

Budgeted cost: £29,472.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing – admin time</i>	Monitoring and addressing persistent absence early and regularly improves attendance, which ensures children don't develop gaps in their learning.	1
<i>Staffing – DSL time</i>	Increasing the number of appropriately trained staff in safeguarding and early help, with the knowledge of your families, can provide signposting and additional support to more PP children with SG concerns. This support will support them with their emotional wellbeing, which will impact their ability to learn more effectively.	1
<i>Nurture Provision</i>	High quality nurture provision improves children's social and emotional wellbeing, their self-esteem and their confidence; this directly impacts the ability to learn	1
<i>ELSA</i>	High quality ELSA provision improves children's social and emotional wellbeing, their self-esteem and their confidence; this directly impacts the ability to learn	1
<i>Subsidise wraparound care / trips / extra curricular activities</i>	<p>This offer provides equal opportunity to all children. No child should be excluded from extra-curricular activities on grounds of cost.</p> <p>We want all our pupils to have a wealth of experiences to develop holistically. Vulnerable children may miss out on some of these as out of school life may not offer the opportunities, therefore we ensure there is no monetary barrier to taking part in all school activities</p>	

Total Budgeted Cost: £72,961

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.

Outcomes linked to 2020 – 2021 Targets:

Aim	Target	Target date	Outcome
Attainment in Reading	By the end of Year 4: 75% of all children will achieve the expected standard	July 2021	65% ARE+
Attainment in Writing	By the end of Year 4: 70% of all children will achieve the expected standard	July 2021	63%
Attainment in Mathematics	By the end of Year 4: 76% of all children will achieve the expected standard	July 2021	65%
Phonics	80% of all children will achieve the expected standard in Year 1 (Teacher Assessed)	July 2021	67%
Phonics	92% of all children will have achieved the expected standard in the Y1 Phonics Check	July 2021	90%
Year 4 Multiplication Check	80% of all children will achieve the expected standard	July 2021	Not done
EYFS GLD	72% of all children will achieve GLD	July 2021	76%

Although based on teacher assessments, we did not achieve our targets in attainment in reading, writing and mathematics, if half of the children who were confidently working within age related expectations are included the outcomes would be 74% for Reading and Maths and 72% for Writing. We would expect at least of those children to have achieved ARE if they had not received a second disrupted academic year due to the pandemic.

Similarly, with the Year 1 Phonics check, the target is not met. However, there was no requirement to do the test with Year 1 children. We chose to administer the test to give us a baseline for the Autumn Term.

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
MyConcern	One Team Logic

Service Pupil Premium Funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further Information

We have made use of other grants to support our Pupil Premium strategy aims:

- We have allocated £6,742 of our Catch Up Premium to Read, Write, Inc resources and training.
High quality training of systematic phonics improves the phonic teaching in school, which directly improves outcomes for children. Challenge 2 addressed.
- We have allocated £955 of local COVID grants to provide uniform to disadvantaged pupils so that they can feel similar to their peers.