

Pupil Premium Strategy Statement

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

School Overview

Detail	Data
School name	St Johns C of E VA First School
Number of pupils in school	242 Full time equivalent (FTE) number of pupils aged 4 and over as recorded on the School Census October 2022
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body
Pupil premium lead	Deputy Head Teacher
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,485
Recovery premium funding allocation this academic year	£9,425
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	£93,910

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St John's C of E VA First School our educational mission and intent are clear:

Our school staff, parents and governors work together to help our children flourish as respectful, confident and aspirational citizens who seek to positively contribute to the school community, local community and the world beyond.

'Together, we give our children the roots to grow and wings to fly.'

We aim to support ALL of our children to become successful lifelong learners and members of society through a broad, balanced and creative curriculum, which is built on our core values of: Wisdom, Respect, Hope, Self-Control, Friendship and Perseverance.

We use the Pupil Premium grant to target and support those children for whom it is intended, to diminish the difference between their own attainment and their peers, as well as implementing systems and pedagogy, which will impact all children's learning, therefore also benefiting the Pupil Premium group.

This will be achieved through:

- ❖ A focus on quality first teaching for ALL children, ensuring that educational support and resources are in place to maximise progress and attainment.
- ❖ Additional, focused interventions, based on secure research and with high quality CPD for those staff involved.
- ❖ The provision of social, emotional and mental health support where required to ensure that children are ready to learn and achieve their best.
- ❖ Supporting children who have less access to experiences to develop their cultural capital and addressing these inequalities through provision of experiences and opportunities.

Ultimate Objectives

- ❖ 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

Strategy Plan

- ❖ Increase our number of trained DSLs
- ❖ Rigorous attendance monitoring and addressing of persistent absence
- ❖ Relaunch our Nurture Provision
- ❖ Embed Read Write Inc as our Phonics Scheme
- ❖ Embed coaching and practice sessions for staff delivering Read Write Inc
- ❖ Promote and increase reading opportunities across the school
- ❖ Enable all children to participate in at least one extra-curricular activity each term?

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	Social and emotional concerns impact children's ability to learn effectively and demonstrate and develop independence, resilience and determination. These attributes are essential for successful learning and must be addressed to secure positive progress for our Pupil Premium cohort and others.
3	Attendance of a small number of our Pupil Premium cohort has a negative impact on progress and attainment.
4	The disruption to education due to the pandemic has particularly affected our most vulnerable children and they have gaps in their phonic knowledge and application, and their understanding of number
5	The involvement of parents in activities such as reading at home and wider learning opportunities at home has a negative impact on some of our Pupil Premium cohort. This included parental engagement through national lockdowns and was addressed by inviting a higher proportion of vulnerable families in to school.
6	A lack of opportunities and experiences to build cultural capital amongst some of our Pupil Premium cohort has impacted vocabulary acquisition and understanding, knowledge and understanding of the world and practical skill development.

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
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.	<ul style="list-style-type: none"> ✓ PP children with identified SEND are safe and happy in school, and able to access learning – 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 who have emotional and social needs following COVID have their needs fully addressed and feel safe in their education.</p>	<ul style="list-style-type: none"> ✓ Pupils will develop and maintain healthy peer networks and improve social communication skills lost as a result of school closures. ✓ Children will develop their resilience, determination and self-belief to become learners that are more successful.
<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>To ensure improved levels of attendance for targeted children from our Pupil Premium cohort</p>	<ul style="list-style-type: none"> ✓ Attendance is high for children from the PPG, when compared to their peers. ✓ Targeted children’s attendance improves and is in line with the school average at least. ✓ Support is put in place, such as access to Early Birds to support families as appropriate.
<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.
<p>To ensure that all children continue to access a broad, balanced, creative and exciting curriculum, which is firmly grounded in knowledge and skill development.</p>	<ul style="list-style-type: none"> ✓ The St John’s Curriculum continues to develop ✓ A return is made to external visits and visitors in school to support the implementation of the St John’s Curriculum.
<p>To continue to improve levels of engagement for parents of our Pupil Premium cohort; focusing on engagement with the children’s learning and their relationship with school.</p>	<ul style="list-style-type: none"> ✓ Higher parental engagement with Seesaw ✓ Teachers ensure strong home-school links and encourage parental engagement throughout the year. ✓ Meetings are held and guidance is shared to encourage parents to support their children’s learning at home. ✓ Individual support is offered at a tailored level to PPG parents from the school leadership team to support them to be successful in supporting home learning.

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: £2,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Train additional LSA in 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 and 2
<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>Team Teach training</i>	Increasing the number of appropriately trained staff to support PP children who also have SEND requiring a positive handling plan. This support will support them with attendance and their emotional welling, which will impact their ability to learn more effectively.	
<i>MyConcern</i>	A robust system for recording all SG concerns, ensures early help is provided	1
<i>Read Write Inc Training</i>	Regular coaching and practice sessions ensures a consistent and high quality provision	4
<i>Seesaw</i>	Regular visual accessible communication with all parents increases parental engagement and improved outcomes for children	5

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

Budgeted cost: £46,634

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

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

Budgeted cost: £41,957.50

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.	3
<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>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, 2
<i>Subsidise wraparound care / trips / extra curricular activities</i>	This offer provides equal opportunity to all children. No child should be excluded from extra-curricular activities on grounds of cost. 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	6

	ensure there is no monetary barrier to taking part in all school activities	
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Total budgeted cost: £93,910

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.

Intended Outcome	Success Criteria	Evidence
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.	<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. 	<ul style="list-style-type: none"> ✓ Reduction in Bound book entries clear. Fewer children and fewer incidents recorded. ✓ SDQ results show average improvement of 11.4 points. ✓ 2.94% increase over previous year. Gap to non-PPG reduced from 7.42% to 0.9% ✓ PP children with identified SEND needs have made progress from individual starting points.
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.	<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 starting points. 	<ul style="list-style-type: none"> ❖ DSL training was booked for October 2022, but not attended due to staff illness ✓ SDQ assessments carried out show 88% of children were 'settled'. ✓ PP children with identified SG concerns are making progress from their starting points. In some cases, the children also have additional needs that impact upon the progress made.
All vulnerable children make good progress with their phonics and early reading	<ul style="list-style-type: none"> ✓ At least 85% of PP children achieve the expected standard 	<ul style="list-style-type: none"> ✓ Y1 Phonics: 71% of vulnerable children achieved expected standard ✓ Y2 Phonics: 75% of vulnerable children achieved expected standard
All vulnerable children make good progress with their reading fluency and comprehension on KS2	<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. 	<ul style="list-style-type: none"> ✓ 56% KS2 children achieved ARE + in reading. ✓ 16% of KS2 children achieved GD in reading. ✓ 62% made progress compared with starting points.

Our strategy has supported our disadvantaged children to feel safe and secure at school and has supported them in being ready to access the educational opportunities provided. The rigorous approach to attendance has closed the gap and has also supported our disadvantaged children to access their education.

Our ELSA and Nurture provisions have successfully supported children to feel settled and secure at school and have been highly valued by all this year.

We relaunched the Read, Write Inc phonics scheme and have purchased additional resources to support early reading and phonics. There has been a positive impact upon the children who have made better than expected progress after the losses due to school closures in the previous years. Training for Senior Leaders has taken place, and whole school training for Read, Write, Inc has been booked for September 2022 and is expected to support further improvements in attainment. Reading Challenges have been introduced to promote the love of reading and improve fluency and comprehension and these have been well received by the children.

Not all targets have been met this year but with the training and additional resources that have been put in place, the school is in a strong position to close the gaps further in the next academic year.

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

Further Information (Optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.