

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	234 Full time equivalent (FTE) number of pupils aged 4 and over as recorded on the School Census October 2023
Proportion (%) of pupil premium eligible pupils	30% As recorded on the School Census October 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,300
Recovery premium funding allocation this academic year	£10,150
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	£97,450

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 by the end of KS1

Strategy Plan

- ❖ Rigorous attendance monitoring and addressing of persistent absence
- ❖ Maintain Nurture Provision and adapt this as required
- ❖ Fully embed consistency in the teaching of phonics and early reading through the use of Read Write Inc as our Phonics Scheme
- ❖ Continue coaching and practice sessions for staff delivering Read Write Inc
- ❖ Promote and increase quality reading opportunities across the school
- ❖ Enable all children to have access to extra-curricular activities and enrichment experiences while they attend our 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, low attendance or additional needs within their family.
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 some children in 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 key language and communication reading, writing and numeracy skills.
5	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 PP children (including those 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 report that they are safe and happy in school. ✓ PP children attend school regularly and where poor attendance has been identified the plan put in place improves their attendance over time. ✓ PP children receive targeted support to reduce gaps in learning between them and non-PP peers. ✓ PP children with identified SEND are able to access learning through adapted lessons and support as required and detailed on their support plans. ✓ Attendance figures for PP children improve and are at least in line with non-PP children. ✓ PP children with identified SEND make at least 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"> ✓ DSL team and other staff work together for positive outcomes for these pupils. ✓ PP children with identified SG concerns report that they feel safe and secure in school and present with settled and calm behaviour.
<p>To ensure improved levels of attendance for targeted children from our Pupil Premium cohort</p>	<ul style="list-style-type: none"> ✓ Attendance for PP children is at least in line with their non-PP peers. ✓ Targeted children's attendance improves. ✓ 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"> ✓ PP children receive targeted support for phonics and early reading to achieve the expected standard.
<p>All vulnerable children make good progress with their reading fluency and comprehension by the end of KS1</p>	<ul style="list-style-type: none"> ✓ PP children in will achieve the expected standard or better in reading, in line with non-PP 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. ✓ External visits and visitors in school to support the St John's Curriculum, enriches learning and adds to the cultural capital experienced by PP children.
<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"> ✓ Parental engagement with Seesaw is good for all pupils. ✓ 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 parents of PP children 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: ELSA Support £11,508 / DSL team time (1 day per week) £14,066 / Reading Lead Release time £8,000, TIS training £1,600

Sub-total = £35,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to provide ELSA support for children identified by class teachers, SENCo, DSL team.</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>DSL team to be readily available to provide support to pupils and their families.</i>	The DSL team works effectively to provide signposting and additional support to more PP children with SG concerns. This support will lead to positive outcomes in relation to their attendance, emotional wellbeing and safety, which will impact their ability to learn more effectively.	1, 2 and 3
<i>Read Write Inc Training for new staff and weekly coaching and training sessions for all staff involved with teaching phonics and early reading.</i>	Regular coaching and practice sessions led by the Early Reading Lead ensures a consistent and high quality provision for all pupils and leads to good outcomes for PP children.	4
<i>Trauma Informed Schools training provided for all staff.</i>	Trauma Informed Schools training leads to more awareness and consistency in supporting children with social and emotional needs in school. This results in children being more able to manage their emotions in school and more ready to learn and make progress.	2

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

Budgeted cost: £3,420 (School contribution to School led tutoring for teachers to be released to work with individuals / small groups), £2,157 towards Nurture Staff, £30,763 towards TA support in afternoons for 1:1 phonic and reading tuition, £15,381 towards daily maths reasoning time

Sub-total = £51,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics interventions; 1:1 tutoring for Reception children to 'keep up' and KS1 children to reduce gaps.</i>	Targeted individual phonic tutoring using recognised scheme accelerates progress. Children keep up with their non-PP peers and achieve the phonics screening check threshold.	4
<i>Phonics interventions; 1:1 tutoring for KS2 children to reduce gaps.</i>	Targeted individual phonic tutoring using recognised scheme accelerates progress.	4
<i>Daily maths reasoning sessions improves number knowledge and calculation skills.</i>	Daily number sense sessions in Rec, Y1 and Y2 following the NECTM scheme improves numeracy outcomes for PP pupils in Rec and KS1.	4
<i>Release time for class teachers for them to have focused intervention time with children in their class.</i>	Quality first teaching has a positive impact on the progress of pupils.	4
<i>Nurture provision is used to effectively support children with their social and emotional needs and maintains access to learning tasks planned by class teachers.</i>	Social and communication opportunities and activities within a small group supports the emotional wellbeing and readiness of pupils to learn. Teacher planned activities ensures a focus on outcomes identified within personal learning plans.	1, 2,

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

Budgeted cost: My Concern £805 / £1,000 Breakfast Club / £7,000 Extra Curricular and Enrichment Activities / £1,750 Y4 Residential

Sub-total = £10,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	5
<i>My Concern is used effectively to detail concerns and support for all children and has a positive outcome for all children (including PP)</i>	<p>My Concern is used effectively to support the team to manage safeguarding concerns, leading to positive outcomes for families.</p>	1, 2 and 3

Total budgeted cost: £97,450.00

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 2022 to 2023 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"> ✓ Data relates to very small number of pupils. ✓ Data relates to very small number of pupils. ✓ 2021/2022 data indicates absence rate was 1.2% higher for PP children compared to non PP in school. Our school data for 2022/2023 indicates the gap has increased. <p>Small steps of progress made by pupils who are PP and have SEN. This is a small group to report on.</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.	<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"> ✓ Additional DSLs trained – Deputy Head, SENCo, Assistant Head. ✓ Individual discussions with PP children for whom there are SG concerns indicate that they feel safe in school and know what to do if help in school is needed. <p>This is a small group to report on. Some made expected progress and some in the group made better than expected progress.</p>
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: 75% of PP children achieved expected standard (compared to 67% nationally / 86% of school non PP pupils) ✓ Y2 Phonics: 33% of vulnerable children retaking the check achieved

		expected standard (which was in-line with non PP pupils retaking the check)
All vulnerable children make good progress with their reading fluency and comprehension on KS2	✓ 75% of PP children in KS2 will achieve ARE or better in reading, in line with all other children.	A small group to report on and this target wasn't met.

Our strategy has supported our disadvantaged children to feel safe and secure at school and has supported many of them in being ready to access the educational opportunities provided. We have identified that further training will continue to support this and purchased Trauma Informed Schools to support the development of effective practice across the school.

Our ELSA and Nurture provisions have successfully supported many children to feel settled and secure at school. The focus on 'trauma informed practice' will aid further development in supporting vulnerable pupils to feel settled and ready to learn thus increasing their progress.

Quality first phonics teaching has continued to be a focus in school through support from the English Hub and Read Write Inc. This has had a positive impact on outcomes for phonics attainment at the end of Y1. Further whole school development is planned, following the 'Reading Framework' guidance (July 2023) and the aim is that this will further improve outcomes in reading across the school.

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
Read Write Inc Phonics – online school portal	Ruth Miskin

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.

We are using local support for the families of vulnerable children. Parent Family Support Advisors (PFSA) support has been beneficial to many families for a range of needs. We have offered a parenting course / support group through the PFSAs and Frome Learning Partnership. In our newsletters we signpost families to local support groups and courses that may support them and their children. We are supported by the local Food Bank (Fair Frome) and make referrals for support to families.