

# Pupil premium strategy statement – St John’s Church School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	383 (449 including Preschool)
Proportion (%) of pupil premium eligible pupils	36% (not including preschool)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Sophie Ross, Head of School
Pupil premium lead	Miss L Marriott, PP Lead
Governor / Trustee lead	Mr S Reed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,900
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£258,900

# Part A: Pupil premium strategy plan

## Statement of intent

At St John's Church School, we work hard to ensure all children do their very best. Our data shows that children make really good progress throughout their school life. We make certain that our approach to learning delivers year on year improvement. All children have the right to this success. The precision of the teaching reflects the needs of the children.

We aim, over time spent at St John's, for more pupils to end each academic year 'At Age Expected' standard or 'Above'. To achieve this, we aim to work on academic and social & emotional barriers that may hold their learning back. As a school, we intend to develop enrichment opportunities for our disadvantaged pupils so that they can experience all possible life-chances for themselves.

Our key principles, based on the EEF research:

- To close the gap between PP and non-PP pupils by the end of the academic year for phonics, reading and maths we use laser-sharp analysis to ensure that every child 'keeps up'. There are precise teaching and learning opportunities to ensure this. Children's progress is tracked and reviewed regularly - quality first teaching in class ensures children are getting the best education they can at all times.
- To unpick and support the well-being barriers for children through small group work, one-to-one support and whole class nurture using our STRIVE support network. To use adults and child-led referrals for this additional support and to monitor the impact it has: tailoring it to ensure it meets need and delivers.
- To ensure that disadvantaged children are not held back in their learning by not having the 'life' opportunities open to other children their age: to enrich their lives through experiences, trips and visitors.

## Challenges

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

Challenge number	Detail of challenge
1	To track the provision of our disadvantaged SEND children carefully and ensure their provision enables them to meet their personalised targets.
2	There is an attainment gap for children who are PP against those who are not PP throughout KS1 and KS2 in reading and maths, tracked by PiXL and National assessments. By the end of KS2, this gap closes, and in 2021 PP children outperformed Non-PP.
3	Parental support / engagement in learning at home: less homework support / reading at home / times tables practise at home. This can be developed through adult support in school and developing community engagement projects (parental information meetings).
4	Gaps in writing for PP across the school are significant in KS1 and reduce by the end of KS2. Greater support is needed for disadvantaged pupils in KS1.
5	Following analysis of 'Thrive' statements, key issues regarding 'expressing difficulties', 'acknowledging uncomfortable and vulnerable feelings' and 'can recognise when using power

inappropriately' for children in KS1 and lower KS2. Strategies needed to embed resilience, discussing negative feelings and supporting pupils through challenging situations to find a way out. Alongside this, finding strategies to promote children's pride in their work.

## 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>To set high expectations for disadvantaged pupils in phonics.</p> <p>Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<p>Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception – RWI data, Year 1 &amp; 2 – RWI and the phonics screening data)</p>
<p>To set high expectations for disadvantaged pupils in reading.</p> <p>Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<p>Pupil premium data for KS1 and KS2 reading data will show comparable to that of non-pupil premium pupils and individual gaps in performance will have narrowed.</p> <p>Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception &amp; Year 1 to use TA and RWI data, Year 2 - Year 6 to use PIXL, REN Learn and WPM data).</p>
<p>To set high expectations for disadvantaged pupils in maths.</p> <p>Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<p>Pupil premium data for KS1 and KS2 maths data will show comparable to that of non-pupil premium pupils and individual gaps in performance will have narrowed.</p> <p>Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception &amp; Y1 use TA data, Y2 to Y6 to use PiXL data).</p>
<p>To set high expectations for disadvantaged pupils in writing.</p> <p>Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<p>Pupil premium data for KS1 and KS2 writing data will show comparable to that of non-pupil premium pupils and individual gaps in performance will have narrowed.</p> <p>Pupil Premium children make good progress. Progress matrix grids show good progress (writing moderation across school).</p>
<p>Track disadvantaged SEND children carefully to ensure they have all made progress during the year.</p>	<p>IEP targets would show that at least 80% of children have made progress when RAG rated at the end of each term.</p> <p>Pupil premium data for KS1 and KS2 reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.</p>

<p>To break down well-being barriers to learning for children. To have identified the emotional and social need to put clear support in place so they are ready to learn in lessons.</p>	<p>Develop a positive sense of self and understanding self and others. Discovering different roles and relationships with others. Understand consequences of their behaviour and are familiar with social expectations.</p> <p>Learn about their own and others' way of doing things - to develop new skills. Child or young person takes pleasure in thinking about different ways of doing things and acquiring new skills.</p> <p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student/parent questionnaires and teacher observations</li> </ul> <p>There are less behavioural incidents for children which have stopped them learning. Over the year, incidents should drop by 50% for these children.</p>
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 188,683.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Smaller class sizes in Year 2, Year 5 and Year 6</p>	<p>DfE report: supporting the attainment of disadvantaged pupils: articulating successes and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>Quality First Teaching across all curriculum areas, including smaller phonics groups allowing staff to address misconceptions and move learning on faster. This will also enhance and develop the quality of feedback given.</p> <p>Reducing class sizes (+2 months - EEF Toolkit) Feedback (+6 months - EEF Toolkit)</p>	<p>2 &amp; 4</p>
<p>Assistant SENCO and SENCO</p>	<p>To develop a robust system for analysing SEND data and provide training for staff to ensure the provision in classrooms meets their needs</p>	<p>1</p>

	Individualised Instruction (+3 months - EEF Toolkit) Teaching Assistants (+4 months - EEF Toolkit)	
Thrive training & staffing	Quality training for well-being to ensure each practitioner is fully accredited within school supporting the needs of all pupils Social & Emotional learning (+4 months - EEF Toolkit)	5

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

Budgeted cost: £ 57,491.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Standards teacher: Year 4 (Y2 Phonics, reading and maths)	Targeted, planned small group and one to one work with an adult using specialist programmes to support children in keeping up with class expectations. Timetabled and regular support available to build key skills in line with with class work as well as confidence. Assessed before starting and accountable for progress throughout the programme. Reading Comprehension Strategies (+6 months - EEF Toolkit) Small Group Tuition (+4 months - EEF Toolkit) Feedback (+8 months - EEF Toolkit)	2,3,4 & 6
Raising Standards teacher: Year 6 (Reading and maths)	Providing individual and small group support for 'keep up, not catch up' rhetoric in English and maths. This provision has been incredibly successful in the past. Small Group Tuition (+4 months - EEF Toolkit) One to One Tuition (+5 months - EEF Toolkit) Feedback (+6 months - EEF Toolkit) Reading comprehension strategies (+6 months- EEF toolkit)	2, 3 & 4
<b>Academic Mentoring (MB)</b>	To provide quality, targeted teaching in small groups and one to one in KS2. To target both middle and high attainers. Small Group Tuition (+4 months – EEF Toolkit) One to One Tuition (+5 months – EEF Toolkit) Feedback (+6 months - EEF Toolkit)	2, 3 & 4
Tutoring (Range of TAs)	To provide quality, targeted teaching in small groups and one to one for Year 1, 2, 3 and 5 to ensure they are ready for secondary school	2, 3, 4 & 6

	<p>before and after school. To target both middle and high attainers.</p> <p>Small Group Tuition (+4 months – EEF Toolkit)</p> <p>Feedback (+6 months - EEF Toolkit)</p> <p>Reading comprehension strategies (+6 months- EEF toolkit)</p>	
Teacher led tutoring	<p>To provide quality, targeted teaching in one to one and small group situations for Year 6 to ensure they are ready for secondary school in after school sessions. To target both middle and high attainers</p> <p>Small Group Tuition (+4 months – EEF Toolkit)</p> <p>One to One Tuition (+5 months – EEF Toolkit)</p> <p>Feedback (+6months - EEF Toolkit)</p> <p>Reading comprehension strategies (+6 months- EEF toolkit)</p>	2,3 & 4
EYFS Interventions	<p>Quality First Teaching is provided through experienced practitioners in small groups for key identified areas through continuous assessment for learning to enhance their planned classroom provision. Structured small group learning will be designed to close gaps in learning throughout the day and targeting will be fluid to ensure all learners' needs are met appropriately.</p> <ul style="list-style-type: none"> <li>● fine motor skills</li> <li>● phonics (fast track tutoring)</li> <li>● letter formation</li> <li>● Writing</li> <li>● 1 to 1 correspondence and recognition up to 10</li> <li>● number formation</li> </ul> <p>Small Group Tuition (+4 months – EEF Toolkit)</p> <p>One to One Tuition (+5 months – EEF Toolkit)</p> <p>Phonics (+5 months - EEF Toolkit)</p>	6 & 7

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

Budgeted cost: £ 30,948.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Provision	<p>Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened.</p> <p>Social and Emotional learning (+4 months - EEF Toolkit)</p>	5

Wider curricular activities	To provide opportunities and experiences for the children that develop their passions and talents. By building confidence, social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened.  Social and Emotional learning (+4 months - EEF Toolkit) Sports participation (+1 months - EEF Toolkit)	5
Family Liaison	Research shows links to developing sleep, hydration and nutrition and the key part they play in the acquisition of learning. Our Family liaison works with parents to build strong relationships to develop this knowledge and build improvements in learning, including lowering of emotional barriers.  Parental Engagement (+4 months - EEF Toolkit)	3 & 5
PE Mentoring	Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Links with better fitness and concentration levels when in class are addressed through a positive relationship with exercise and health.  Sports participation (+1 months - EEF Toolkit) Social and Emotional learning (+4 months - EEF Toolkit) Behaviour interventions (+4 months- EEF Toolkit)	5

**Total budgeted cost: £277,124.24**

£188,683.54	£57491.90	£30948.80
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage performance data, phonics check results and our own internal assessments.

Data from the tests and assessments suggest that disadvantaged pupils by the end of EYFS either were in line or exceeding non-disadvantaged pupils. However disadvantaged pupils have lower attainment and progress compared to non-disadvantaged pupils throughout Years 1-5. By the time they reach the end of KS2, these gaps have closed and 100% of pupils (without SEN) reached the expected standard in Reading, Writing and Maths.

Disadvantaged Pupils with SENd make progress within their IEP targets.

89% of our disadvantaged children participated in extra provision to support their emotional and social well-being, helping to build confidence and readiness to learn.

Intended outcome	2024 outcomes	
To set high expectations for disadvantaged pupils in phonics Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Year 1- Phonic screening PP-100% Non-PP- 85%	
	Year 2- Phonic screening PP-75% Non-PP- 100%	
To set high expectations for disadvantaged pupils in reading. Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	<b>EYFS start:</b> PP- 14% (7%) Non-PP 42% (24%GD)	<b>EYFS end:</b> PP- 86% (7%GD) Non-PP- 83% (21%GD)
	<b>Year 1 start:</b> PP- 45% (5%GD) Non-PP 48% (6%GD)	<b>Year 1 end:</b> PP- 85% (15%GD) Non-PP-76% (15%GD)
	<b>Year 2 start:</b> PP- 26% (5%GD) Non-PP 24% (0%GD)	<b>Year 2 end:</b> PP- 74% (11%GD) Non-PP 89% (34%GD)
	<b>Year 3 start:</b> PP- 33% (0%GD) Non-PP 37% (0%GD)	<b>Year 3 end:</b> PP- 85% (41%GD) Non-PP-95% (42%GD)
	<b>Year 4 start:</b> PP- 19% (0%GD) Non-PP 37% (7%GD)	<b>Year 4 end:</b> PP- 62% (33%GD) Non-PP 85% (33%GD)



	<b>Year 5 start:</b> PP- 21% (5%GD) Non-PP 51% (7%GD)	<b>Year 5 end:</b> PP- 90% (16%GD) Non-PP 97% (41%GD)
	<b>Year 6 start:</b> PP- 39% (10%GD) Non-PP 54% (4%GD)	<b>Year 6 end:</b> PP- 100% (62%) Non-PP 100% (50%GD)
<p>To set high expectations for disadvantaged pupils in maths            Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<b>EYFS start:</b> PP- 21% (0) Non-PP- 42% (24%GD)	<b>EYFS end:</b> PP- 93% (0%GD) Non-PP- 82% (6%GD)
	<b>Year 1 start:</b> PP- 60% 10%GD Non-PP 64% (3%GD)	<b>Year 1 end:</b> PP- 65% (20%GD) Non-PP-70% (9%)
	<b>Year 2 start:</b> PP- 31% (5%GD) Non-PP - 34% (0%GD)	<b>Year 2 end:</b> PP- 79% (16%GD) Non-PP 93% (24%GD)
	<b>Year 3 start:</b> PP- 15% (0%GD) Non-PP 16% (0%GD)	<b>Year 3 end:</b> PP- 85% (26%GD) Non-PP 89% (42%GD)
	<b>Year 4 start:</b> PP- 38% (0%GD) Non-PP 30% (0%GD)	<b>Year 4 end:</b> PP- 62% (19%GD) Non-PP 89% (33%)
	<b>Year 5 start:</b> PP- 16% (0%GD) Non-PP 33% (0%GD)	<b>Year 5 end:</b> PP- 84% (21%GD) Non-PP 96% (26%GD)
	<b>Year 6 start:</b> PP- 34% (10%GD) Non-PP 46% (8%GD)	<b>Year 6 end:</b> PP- 100% (52%GD) Non-PP 100% (29%GD)
<p>To set high expectations for disadvantaged pupils in writing            Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.</p>	<b>EYFS start:</b> PP- 14% (7%GD) Non PP- 44% (3%GD)	<b>EYFS end:</b> PP- 86% (0% GD) Non-PP- 83% (12%GD)
	<b>Year 1 start:</b> PP- 45% (5%GD) Non-PP 58% (6%GD)	<b>Year 1 end:</b> PP- 55% (5%GD) Non-PP - 64% (6%GD)
	<b>Year 2 start:</b> PP- 26% (5%GD) Non-PP 31% (7%GD)	<b>Year 2 end:</b> PP- 64% (11%GD) Non-PP 83% (14%GD)
	<b>Year 3 start:</b> PP- 37% (4%GD) Non-PP 52% (5%GD)	<b>Year 3 end:</b> PP- 71% (15%GD) Non-PP 84% (25^GD)

	<b>Year 4 start:</b> PP- 33% (0%GD) Non-PP 41% (4%GD)	<b>Year 4 end:</b> PP- 53% (%GD) Non-PP 85% (11%GD)
	<b>Year 5 start:</b> PP- 63% (16%GD) Non-PP 78% (4%GD)	<b>Year 5 end:</b> PP- 74% (11%GD) Non-PP 92% (11%GD)
	<b>Year 6 start:</b> PP- 38% (5%GD) Non-PP 50% (8%GD)	<b>Year 6 end:</b> PP- 100% (14%GD) Non-PP 100% (46%GD)
Track disadvantaged SEND children carefully to ensure they have all made progress during the year.	IEP targets- Rag rating Assessments at the level of the pupil should show that they have made progress in learning from Aut2 to Sum2 Teacher assessment data on insight shows the progression:	
	Autumn data for PP with Send R: 7% 0GD M: 4% 0%GD W: 11% 0%GD	Summer data for PP with Send R: 35% 2% M: 24% 2% W: 40% 4%
To break down well-being barriers to learning for children. To have identified the emotional and social need to put clear support in place so they are ready to learn in lessons. Power and Identity (KS1 & Y3) Skills and Structure (KS2)	89% of PP pupils participated in extra provision- e.g sports mentoring/drumming/sports clubs/panto etc Pupil voice showed that these opportunities helped the children to build their confidence.	

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>