



**The JOY of the Lord is Your Strength** *(Nehemiah 8:10)*

**St. John's Church of England Primary School**

**Pupil Premium Report – November 2021**

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**

School name	St. John's CE
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	26%
Academic year that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	P Thomson
Pupil premium lead	P Thomson
Governor lead	R Corbett

**Funding Overview**

Detail	Amount
Pupil premium funding allocation this academic year	£56145
Recovery premium funding allocation this academic year	£2972
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£59117</b>

## Pupil Premium Strategy Plan

*The Pupil Premium is allocated in order that support is given to those children who have been identified as being entitled to or are in receipt of free school meals (FSM) or have been subject to care arrangements or are service children. It is not ring-fenced to those children and can be spent in any way that the school sees fit, so long as the school is able to demonstrate that the specific needs of these pupils have been addressed and how this additional – and specific – funding, which is intended to compensate for disadvantage, is being used for this purpose. It is for the school to determine how best to use the funding.*

St. John's C.E. tracks the progress of these pupils to demonstrate how well the school is using the Pupil Premium. School leaders are committed to ensuring our disadvantaged pupils receive teaching which is at least good in every lesson and that any 'fallen behind' disadvantaged children receive intervention and support every day in every classroom. Our overall aims are:

- To close the attainment gap between the school's disadvantaged pupils, their peers and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To ensure that disadvantaged children have the same opportunities and rights as non-disadvantaged children across the curriculum

## Challenges

Challenge number	Detail of challenge
1	Pupil premium numbers are growing across the school with many new additions to the list of disadvantaged children finding significant challenges in everyday life – often as a result of the pandemic.
2	Oral language skills & language development in Reception & KS1 are lower for pupils eligible for PP than for other pupils and this has been exacerbated due to the current pandemic. This slows reading/writing progress in subsequent years.
3	As a result of the pandemic, Key Stage One pupils who are eligible for PP are making less progress and have lower attainment than other pupils across Key Stage 1.
4	Emotional issues for a proportion of pupils (many eligible for PP) are having detrimental effects on their academic progress and that of their peers.

## Intended Outcomes

Intended outcome	Success criteria
All children to receive the same opportunities for a high quality education and full immersion into life at St. John's	High attendance levels of PP children – children want to come to school Performance data at least in line for PP and non-PP groups

	<p>Analysis of club uptake to indicate PP children are participating in a wide range of activities and that their suggestions for clubs are heard</p> <p>PP group having access to devices for completion of homework / internet usage / SATs Companion in Years 5 and 6</p>
<p>For the gap in CLL in Reception and Year 1 to be closed so that performance is in line by the end of KS1</p>	<p>PP children achieving in line with non-PP. Have children achieved expected or better outcomes in English?</p> <p>Improvement in tracking data from sources such as Phonics Tracker and the Wellcomm intervention</p> <p>Improvement secured in phonics and reading due to the high quality teaching and resources on offer.</p>

### **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, retention)**

Budgeted cost: circa £20000

<b>Activity</b>	<b>Why?</b>	<b>Challenge number(s) addressed</b>
Increased TA support across Reception/ Y1	Additional TA will facilitate interventions to stimulate conversations for children lower in their CLL development.	2,3
Employ regular EAL support	Weekly session to assist an EAL child settle into school life and address language barrier at home and in school	2,3

### **Targeted Academic Support (for example: tutoring, interventions)**

Budgeted cost: £ [30000]

<b>Activity</b>	<b>Why?</b>	<b>Challenge number(s) addressed</b>
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Additional TA support for children struggling with reading	All children need to read regularly in order to improve. Additional staffing will allow those who may not read regularly at home to have that support in school.  Children who read regularly will have improved self-esteem and confidence due to their greater ability to access the curriculum	2,3,4
Purchase of SATs Companion subscription	Will allow pupils to follow a personalised plan for addressing any gaps in their learning	2,3,4
Provide extra-curricular opportunities for children to catch up on missed learning  Provide technology as required	Some children do not have access to support at home which would enable them to participate in activities.  Some children may not have the technology to access work at home	1,2,3,4
Increased SEND monitoring of PP group	Approximately 25% of PP children are also on our SEND register. SENDCO to have directed time to ensure that plans for this group are monitored carefully along with pupil and parent voice.	2,3

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

Budgeted cost: £ [10000]

Activity	Why?	Challenge number(s) addressed
Increase learning mentor hours by 20%	To address the increased demands on learning mentor time from parents and children	1,4
Contributions toward trips / residentials / holiday provision	To allow all children to take part in all trips (should they wish to) across their time in school. Residential trips are held in Years 4 and 6 as well as enrichment opportunities in other years  Some children also benefit from paid access to holiday club provision	1,4

Total budgeted cost: Circa £60000

## Review of outcomes in the previous plan

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

## **Priorities for the use of pupil premium funding in 2018-21 (as part of wider school improvement plan)**

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Increase the percentage of children accessing greater depth strands of the curriculum at Key Stage 2	Achievement in line with national benchmarks	July 2021
Provide support for disadvantaged children in writing	Achieve national average progress scores in KS2 Writing	July 2021
Improvement in overall phonics performance in Year 1 as 3 year averages are significantly below national for all pupils	Achieve national average expected standard in PSC	July 2021
Funding for learning mentor work alongside families of disadvantaged children to improve attendance	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 2021
Anticipated spend	£39,600	

1. Our most recent comparable data for Key Stage 2 indicates that pupil premium children achieving Greater Depth exceeded national benchmarks in EGPS and reading, was equivalent in writing and below in maths. Overall, the percentage of children achieving GDS in reading, writing and maths combined exceeded national. Mostly successful
2. The percentage of pupil premium achieving the expected standard in writing significantly exceeded national data which was testament to the hard work of pupils and teaching staff. Progress scores for the disadvantaged group were also significantly better than national. Successful
3. Phonics data has improved significantly in recent years following improvements in the teaching and resourcing of phonics.

	Summer 2017	Summer 2018	Summer 2019	Autumn 2020	Autumn 2021
School % achieving the expected standard	69%	75%	67%	79%	88% (predicted)

National % achieving the expected standard	81%	83%	82%		
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4. Our learning mentor has worked constantly alongside families of disadvantaged children to maximise their attendance. However, there have been significant interruptions and whilst there is plenty of qualitative data regarding the impact of Mrs Maxwell's work, it is impossible to quantify. This priority will pass to the new plan with our planned for return to normality.