

Pupil premium strategy statement – St John and St James C of E Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	40 (106)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Patricia Cuncarr, Headteacher
Pupil premium lead	Joanne Nagle Deputy Headteacher
Governor / Trustee lead	Stephen McAteer, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,910
Recovery premium funding allocation this academic year	£16,168
Pupil premium (and recovery premium) funding carried forward from previous years	£3,500
Total budget for this academic year	£178,578

Part A: Pupil premium strategy plan

Statement of intent

At St John and St James C of E Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will consider the challenges faced by all vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support for all pupils including non-disadvantaged pupils.

Our main strategies include

- Providing small group work with an experienced teacher/specialist staff or support and use of Recovery Premium Grant
- Additional teaching and learning, both during and outside of the school day
- Subsidised costs for enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Reading	In year assessments, observations, discussions with pupils and end of KS statutory outcomes show disadvantaged pupils generally have greater difficulties, with phonics and reading comprehension, than their peers. This negatively impacts their development as readers – particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
2 Writing	Progress in writing is hampered by a lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Notably, handwriting standards have dipped due to lack of practise during the pandemic.
3 Maths	Internal and external assessments indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult.
4 EYFS	PP pupils entering school in EYFS often have very low attainment in English, with oracy, reading, vocabulary skills and understanding below that of others of their age group. Due to a poorer socioeconomic and disadvantaged circumstances, these children are less likely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have.
5 Personal Development	Levels of resilience and independence for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress, particularly in Maths (both with basic arithmetic and reasoning/problem solving). Learning behaviours may need strengthening due to long periods of self-isolation and disrupted learning during the pandemic.
6 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations to address low stimulation outside school and lack of life experience. The cost of living crisis has impacted on many families, including non-disadvantaged so all children would benefit for high quality educational visits and experiences.
7 Mental Health and Wellbeing of Children	Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support by intervention of counselling and mentoring services. Teacher referrals for support are high, with disadvantages and non-disadvantaged children displaying SEMH needs. Many of the pupils who currently require additional support with social and emotional needs, are disadvantages and are receiving counselling, mentoring and small group interventions.

8 Behaviour & Attitudes	Improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue; regular lateness means children miss valuable teaching time, which in turn leads to low self esteem and greater gaps in learning.
9 Mental Health & Wellbeing of Families	Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.
10 SEND	Ensuring that provision is tailored to meet the personal barriers to learning for each child. 35 of our disadvantaged children are recorded as requiring additional intervention due to having SEND or mild learning difficulties. 25 of the 35 are SEND Support requiring high levels of intervention as they are working significantly below ARE and have additional learning needs.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and pupil assessment meetings.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that 74% of disadvantaged pupils met the expected standard compared to 79% of the cohort. However, the children of families with NRPP, who are working below the standard, are not included in the standard PP numbers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that 63% of disadvantaged pupils met the expected standard compared to 76% of non-disadvantaged. Again, the children of families with NRPP, who are working below the standard, are included in the latter and would otherwise be included as disadvantaged. As a result, all of our disadvantaged children benefit from the provision put in place so that all can flourish and achieve.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> ▪ qualitative data from student voice, student and parent surveys and teacher observations ▪ bullying being rare and dealt with swiftly because children know that they can speak out and who they can trust ▪ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 5% the percentage of all pupils who are persistently absent being below 12%.
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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: **£95,118**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of The NELI Programme, (Nuffield Early Language Intervention) for children in Reception. Additional hours for Support Staff to deliver 1-1 tuition for RWI	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4 & 10 £6,000
Implementation of LASSI (which is an intervention to support children in Nursery with their Language and Social Skills) Implementation of a speech and language complex needs group in Reception.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 4, 5 & 10 £12,500

<p>Implementation of LEGO Therapy Social Development Programme that uses LEGO activities to support the development of a wide range of social skills within a small group setting.</p>	<p>Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>Early research has identified several behavioural and social benefits flowing from Lego Therapy with children:</p> <p>Increased social confidence and independence of primary-aged children with social communication difficulties (Boyne, 2014)</p> <p>Greater willingness to initiate social interactions, such as asking another child questions (Barakova, Bajracharya, Willemsen, Lourens, & Huskens, 2015)</p> <p>Parents whose children took part in Lego Therapy interventions, frequently reported their child had made new friends with others in attendance (Evans, Sanders & Knight, 2014)</p>	<p>5 and 10 £3,800</p>
<p>Support days for DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Support for RWI from Ruth Miskin.</p> <p>Additional Book Bag Books so that all children can take matched books home to read and practise.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 & 4 £8,000</p>
<p>Purchase of Accelerated reader to support those reading below ARE across KS1 and KS2.</p> <p>Encourage a love of reading and engagement in the school library.</p> <p>Identified Middle Leader to be responsible for Standards of Reading in KS1/KS2.</p>	<p>A love of reading is proved to support children to become lifelong learners.</p> <p>Regular reading of appropriate levelled books supports fluency and enjoyment.</p> <p>The percentage of disadvantaged children who achieve age-related expectation will be equivalent to their peers. The attainment difference between disadvantaged and non-disadvantaged children will be diminished.</p> <p>Disadvantaged children will make at least good progress from their starting points.</p>	<p>1 £5,168</p>
<p>Purchase of a book vending machine.</p>	<p>Serve as a visual reminder of the importance of Literacy and encourage pupils to prioritize reading as a regular habit. By integrating reading into the school culture, book vending machines help students develop lifelong reading habits that extend far beyond their academic years.</p> <p>Provide access to a variety of genres and subjects, encourage students to explore different types of books and expand their reading horizons.</p>	<p>1, 2, 5 & 6 £2,650</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Year 6 Saturday and after school boosters to ensure that children are secondary ready.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p> <p>£10,200</p>
<p>Provide opportunities to support mental health and wellbeing.</p> <p>Modelled and supported sessions to support teachers in meeting the social and emotional needs of pupils through introduction of wellbeing lessons, play therapy and counselling. e.g. Trauma Informed Approach Training</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6, 7 & 8</p> <p>£30,000</p>
<p>Subsidise payments for school trips and residential visits to remove barriers to opportunity</p> <p>Subsidise Breakfast and After School Clubs</p>	<p>All children will have access to a broad and balanced curriculum with cultural opportunities.</p> <p>Subsidising disadvantaged children who need to attend the clubs will guarantee children a nutritious breakfast and ensure that they are at school ready to learn; it will provide parents/ carers are with childcare support.</p>	<p>6, 7 & 8</p> <p>£16,800</p>

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

Budgeted cost: **£58,838**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Flash Academy and multi lingual texts to improve listening, narrative and vocabulary skills for disadvantaged and EAL pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4 & 5 £6,000
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 £2,400
Year 6 Booster classes and intervention	Year 6 children have suffered through 2 school years of disruption. This resulted in gaps in learning, difficulties recalling and building on prior learning and lack of retrieval of key facts required to access the Year 6 curriculum. As a result, without intervention these children will not be able to fairly access the KS2 Statutory Tests or be secondary ready.	1, 2, 3, 5 & 8 £9,200
KS1 Nurture Group to support children with attachment and social emotional needs to run every afternoon. KS2 Forest School to engage reluctant boys	Attachment needs are a barrier to children being able to access learning. Children with attachment needs are often unable to regulate. Close attachments and strong relationships in a smaller setting with trained practitioners supports better mental health and learning.	5, 7, 9 & 10 £28,000

<p>Continuous professional development for staff: Early Handwriting Training Making Sense of Autism ELKLAN Training Visual Impairment Training SEND Inset (January 2024) ECT Additional Training (weekly) HEP Training for Subject Leaders Developing Outstanding Practice in Nursery Creating Sensory Learning Environments in Early Years</p>	<p>High quality staff development is essential in improving and maintaining standards of teaching and learning.</p> <p>SENCO Release Time RWI Release Time (Nurturing Schools) ECASS Training</p>	<p>All £10,038</p>
<p>Purchase of a selection of new and inspiring books for the school library</p>	<p>New and appropriate reading books will encourage children to enjoy reading. Books will be able to be borrowed and taken home to ensure that all children have access to high quality texts.</p>	<p>1, 2, 6 & 8 £3,200</p>

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

Budgeted cost: **£27,060**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>8</p>
<p>School Counsellor to support children with social emotional needs, to lead and secure play therapists and other professionals to meet the needs of all pupils.</p>	<p>Since Covid large numbers of children have suffered loss, loss of learning, relationships, routines and stability. These needs will not improve without specialist support and intervention.</p>	<p>7</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>All</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>6 & 9 £27,060 To support a high need PP child without ENCP funding.</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £181,016

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results, MTC results and our own internal assessments.

Data from tests and assessments suggest that, the interventions that we have put in place have made a significant difference in closing gaps in Reading, writing and Maths at all Key stages.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has closed in the last academic year, with an improvement in outcomes for all groups.

Whole school attendance in 2022/23, was 94.4%. Absence among disadvantaged pupils was 93.41% compared with 93.48% of non- disadvantaged.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are certainly on track to achieving the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

