

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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

Detail	Data
School name	St John's C of E First School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Antonia Dufek, Headteacher
Pupil premium lead	Michelle Prince, Deputy Headteacher
Governor / Trustee lead	Geoff Bates, ACM Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,970
Recovery premium funding allocation this academic year	£4350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£45,320</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At John's First School, it is our aim that all pupils make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We have identified other vulnerable pupils in our school who are non-disadvantaged, such as those who have a social worker and have experienced trauma. Therefore, activities outlined in this statement are also intended to support their needs.

Teachers and support staff have identified and understand the areas in which disadvantaged pupils require the most support. Our high-quality teaching focuses on these areas in order to close the disadvantaged attainment gap. This approach is intended to sustain and improve attainment for all pupils.

Our strategy is fundamental to wider school plans for education recovery, particularly in its targeted support through the National Tutoring Programme. The pathway we have chosen is the School Led Tuition approach for pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure that our approach and strategies are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the work that they're set
- close the attendance gap between disadvantaged and non-disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. This negatively impacts disadvantaged pupils' progress.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to added pressure at home (COVID), attachment issues after lockdown and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments (Star Reader) and observations indicate that reading ages among disadvantaged pupils are significantly below that of non-disadvantaged pupils. Many of these are below their chronological age.
5	Parental engagement Disadvantaged families engage with home learning and school information events, such as parent consultations, less than non-disadvantaged families. This has a negative impact on children's learning as they are not supported effectively at home.

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 8.7% and the persistently absent gap between disadvantaged pupils and their non-disadvantaged peers is being reduced.</li> </ul>

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident across engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved reading ages among disadvantaged pupils.	Assessments will show that disadvantaged children have a reading age which is their chronological age or higher.
Improved parental engagement	Disadvantaged children will complete home learning activities. Families will attend school information events including parents consultations. Positive responses from parent surveys.

## 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: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Star Reader	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. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	4
Bug Club	Bug Club is a whole-school reading programme that brilliantly combines an online reading world with fantastic print books, and assessment tools. Bug Club gives children access to a wide range of imaginative and engaging books matched to their reading ability. These	4

	can be accessed at home and school. This ensures that children have access to books at all times. There are also comprehension activities to go alongside the texts.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading partnership	This partnership training ensures that volunteers have the skills to provide top quality, effective help, recognising the needs of each child and tailoring their sessions accordingly. <a href="#">Reading Comprehension Strategies</a>	2 and 4
Reading/phonics interventions Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 and 4
National Tutoring Program (School Led Tuition)	The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic.	2, 3 and 4

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

Budgeted cost: £ 27,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support advisor	Parents play a crucial role in supporting their children's learning,	1 and 5

	<p>and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#nav-download-the-guidance-report-and-poster</a></p>	
Breakfast club	<p>Offering the breakfast club has supported disadvantaged families to attend school on time.</p> <p><a href="#">EEF School Breakfast Club</a></p>	1 and 5
Ollie and his super powers	<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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3
ELSA	<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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3
Funding for clubs (Uniform, FSM etc...)	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning</p>	3

	and increased well-being have also consistently been reported. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
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**Total budgeted cost: £45,320**

## **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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. We collected the following data to understand the progress of our children and highlight

their needs accurately:-

- Test base end of year assessments for Y3&Y4.
- SATs papers for Y2.
- Mock phonic screen scores
- Star Reader Assessment

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our planned pupil premium funded improvements to teaching and targeted interventions.

We continued to provide a high quality curriculum to all children whether learning remotely or those learning in school during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our investment in Bug Club online and Sumdog. Chrome books were provided to those children who did not have access to remote learning from home. However, many of our intended outcomes relied on Quality First Teach. The lockdown from January to March challenged this.

We operated remotely and children in school were not always taught by their class teacher. Weekly calls to pupil premium pupils and some live remote interaction daily supported those pupil premium children whose parents and carers had elected to keep their children at home.

On re entry to school in March 2021, our immediate focus on this group to understand

where their learning was and appropriate support. Carpenters 5 pillars were implemented. Relationships /Community / Transparent curriculum / Metacognition /Space. Transition meetings also had a high focus on PP children.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions where required. We are continuing to build on that approach this year.

## Teacher Assessed Data

### Reading Summer 2021

Year Group	% of whole class ARE+	% of PP ARE+	% of whole class on Flightpath	% of PP on Flightpath
<b>EYFS</b>	81% Comprehension 85% Word Reading	80% Comprehension 60% Word Reading		
<b>1</b>	85%	67%	88%	100%
<b>2</b>	60%	46%	77%	69%
<b>3</b>	84%	50%	91%	100%
<b>4</b>	67%	0%	83% (from KS1)	50% (from KS1)

### Writing Summer 2021

Year Group	% of whole class ARE+	% of PP ARE+	% of whole class on Flightpath	% of PP on Flightpath
<b>EYFS</b>	69%	40%		
<b>1</b>	73%	67%	61%	100%
<b>2</b>	70%	61%	80%	85%
<b>3</b>	84%	50%	84%	100%
<b>4</b>	70%	50%	80%	60%

Maths Summer 2021				
Year Group	% of whole class ARE+	% of PP ARE+	% of whole class on Flightpath	% of PP on Flightpath
EYFS	85 % Number 92% Numerical patterns	60% Number 80% Numerical patterns		
1	77%	33%	73%	100%
2	80%	77%	83%	77%
3	91%	50%	94%	75%
4	70%	60%	70%	60%

## 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?	N/A

## 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.

