

St John's CE First school Pupil premium strategy statement

This statement details our school's use of pupil premium (and National tutoring funding) funding to help improve the attainment of our disadvantaged pupils (2023-24).

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	143
Proportion (%) of pupil premium eligible pupils	20% (28 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Prince, Headteacher
Pupil premium lead	Sophie Guy, Deputy Headteacher & Inclusion Lead
Governor / Trustee lead	Kevin Metcalfe, LSC Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Recovery premium funding allocation this academic year	£4060
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	£44,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, 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 achieving well. We will ensure that our pupils are not disadvantaged in any way as a result of their socioeconomic context, whether they are in care or are young carers. We believe that, with the correct support, all pupils can achieve their full potential.

Our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure all teaching and learning meets the needs of all the pupils
- Remove barriers to learning created by poverty, family circumstance and background
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop character and resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

St John's CE First School is a one form entry first school and is part of Initio Learning Trust consisting of 4 middle schools, 8 first schools, 1 upper school, 3 primary schools and 1 secondary school. We are a Dorset school. Wimborne is predominantly an area of low deprivation but St John's is just below the national figure currently with 20% (28) of pupils being disadvantaged. Currently 9 PP children are also SEND.

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. 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.

Achieving our objectives:

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

- Deliver a well-sequenced and progressive curriculum for all pupils

- Provide all teachers and TAs with high quality, evidenced based CPD to ensure that pupils access effective quality first teaching and additional support (through the use of EEF guidance, Walk-Thrus, UL&S, coaching and reflective dialogue)
- Provide targeted, evidence based intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Use diagnostic tools such as Star Reader to provide personalised targets
- Target funding to ensure that all pupils have access to trips, extra-curricular clubs and online learning facilities
- Provide appropriate nurture groups to support pupils in their emotional and social development
- Ensure children from all Inclusion groups have opportunities to contribute to the wider life of the school (through becoming Worship Team, School Council etc.)
- Engage all pupils in extra-curricular opportunities for personal development.

Key principles

We will ensure that high quality teaching, learning and assessment meets the needs of all pupils through a carefully sequenced curriculum alongside the analysis of data. Class teachers will identify barriers and provide appropriate provision which will be reviewed termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

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	Assessments (Star Reader) and observations indicate that reading ages among many disadvantaged pupils are significantly below that of non-disadvantaged pupils. Many of these are below their chronological age.
4	For many of our younger PP children, one of the main barriers to learning is identified as poor concentration and focus and poor retention of learning. For some of our older PP children, the barrier is lack of resilience and reluctance to participate and contribute in class.
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.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> 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. 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.
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.
Close the gap between children's reading age and chronological age.	Star Reader data will show all PP children have a reading age in-line with or exceeding their chronological age by the end of KS1/Year 4. Tracking data (Sims) will show the majority of PP children are achieving at least ARE in reading.
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"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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: £ 12,874

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality First Teaching: teaching for Mastery through a well sequenced and progressive curriculum.	A high quality, carefully sequenced, curriculum ensures all children develop the knowledge and skills as the building blocks for future learning. By working collaboratively as part of the Trust in order to embed our progressive curriculum, our children’s learning is supported in the best way possible. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2,3,4
Regular teacher development through the use of ‘Walkthrus’ and developmental dialogue	The use of Tom Sherrington’s Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and reflect on others’ actions in the classroom. https://educationendowmentfoundation.org.uk/news/new-eef-rapid-evidence-assessment-remote-professional-development	2,3,4
The use of a DfE validated Systematic Synthetic Phonics Programme – Unlocking Letters and Sounds – to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Unlocking Letters and Sounds teaches and practices decoding, fluency and prosody, with every child having two guided reading sessions a week.	3
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. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3

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

Budgeted cost: £ 9,256

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. Reading Comprehension Strategies	2,3,4

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: Phonics Toolkit Strand Education Endowment Foundation EEF	2 and 4
--	---	---------

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

Budgeted cost: £ 22,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support advisor	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#nav-download-the-guidance-report-and-poster	1 and 5
Breakfast club	Offering the breakfast club has supported disadvantaged families to attend school on time. EEF School Breakfast Club	1 and 5
Ollie and his super powers	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
ELSA	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Funding for clubs (Uniform, FSM etc...)	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.	4,5

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</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 and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
--	--	--

Total budgeted cost: £44, 800

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.

Aim	Target	Outcome
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> 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. 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. 	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers has not reduced.</p> <p>Persistent absence is still high but has improved since the same point in 2021. 15% down to 13.8%</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident across engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>Feedback from teachers and evidence from drop-ins shows that the use of Walkthrus' strategies including think pair share, cold calling and retrieval practice has helped to improve confidence for some children.</p>
<p>Improved reading ages among disadvantaged pupils.</p>	<p>Star Reader data will show all PP children have a reading age in-line with or exceeding their chronological age by the end of KS1/Year 4. Tracking data (Sims) will show the majority of PP children are achieving at least ARE in reading.</p>	<p>57% of PP children in Year 2 and 33% of PP children in Year 4 had a reading age in-line or exceeding their chronological age.</p> <p>PP children achieving ARE or ARE+ in reading</p> <p>40% Year 1 43% Year 2 50% Year 3 58% Year 4</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>PP children show greater concentration and maintain engagement</p>	<p>49% of disadvantaged children attended a club last year. This is a drop from the year before when it was 61%. New clubs have been introduced in the autumn term 2023.</p>
<p>Improved parental engagement</p>	<p>Parents have a stronger understanding of how to support their child at home.</p>	<p>Celebration of Learning and information events have encouraged families to come into school and support their children. Tracking of</p>

		parental engagement with meetings ensured that staff could monitor which parent had not engaged and encourage them to do so.
--	--	--

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
Forest School	Poole Forest School

