St John's CE First School Pupil premium strategy statement

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	143
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£50,320
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*	£50,320

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 and that all staff have high expectations of all children
- 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
- Create a sense of belonging and feeling of connectedness so that all adults and children flourish

Our Context:

St John's CE First School is a one form entry first school and is part of Initio Learning Trust consisting of 18 schools across Dorset covering children 3-19 years of age.

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 24% (34) of pupils being disadvantaged. Currently 12 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.
- Improve the attendance of our disadvantaged cohort.

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 use of assessments and 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, including our ELSA, and will develop a strong sense of belonging within our school community.

Challenges

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

Challenge number	Detail of challenge
1	Children entering Reception have poor oral language and communication skills which impacts their social communication, interactions and developing reciprocal friendships
2	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.
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. They struggle to close the gaps between themselves and their peers. This then impacts the development of writing skills.
4	Poor handwriting which lacks fluency and requires much cognitive effort impacts the quality of writing and spelling.
5	Social, emotional and mental health needs cause pupils to feel negative emotions such as stress, anxiety or low self-esteem and this can limit academic progress.
6	Attendance of pupils with pupil premium is below that of their non-disadvantaged peers.

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 speaking, listening and social interaction skills	Children leave the EYFS with significantly improved language skills and attention spans. They can understand and use a broad vocabulary. Children are able to develop and sustain reciprocal friendships.
Improved parental engagement	Disadvantaged children will complete home learning activities. Families will attend school information events including parents consultations. Positive responses from parent surveys.
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. Assessment data will show the majority of PP children are achieving at least ARE in reading.
Improved fluency in handwriting and children will have increased stamina for writing	The majority of children have the correct pencil grip and are able to form all letters correctly and automatically. They will have developed the physical strength in their core body, arms and fingers needed for improved handwriting and concentration. Across all year groups, improved stamina for writing will be evident. In KS2 in writing, disadvantaged children will achieve at least as well as their non-disadvantaged peers
Improved mental health, wellbeing and self-esteem	Children will understand and are able to use a range of strategies to support self-regulation and their mental well-being leading to fewer episodes of dysregulation. Improved attendance and academic progress

	of identified children. All staff prioritise building relationships with all children and a sense of belonging is enhanced.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data for children with pupil premium is at least 95% and the number of persistent absentees is reduced from the previous year. Staff prioritise building relationships with all parents.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular teacher development through developmental dialogue and coaching.	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	1, 3, 4, 5
WalkThrus: Teachers are explicit about the prior knowledge upon which they are building when teaching new content.	A professional development programme built using WalkThrus is supported by evidence from cognitive science which provides a clear model for learning and evidence from the study of effective professional development. WalkThrus are based on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. Their ideas and the simplified model of learning informs	1, 3, 4, 5

	all WalkThrus key teaching techniques.	
Introduce Drawing Club in Reception	Anecdotal evidence from several schools shows that 'Drawing Club' can have a positive impact on children in reception in several ways, including supporting the development of imagination, language through vocabulary development, fine motor skills, writing and engagement. The Early Years Toolkit outlines the benefits of communication and language approaches: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 4
Whole school implementation of Kinetic Letters to improve transcription	'Kinetic Letters is an evidence-informed programme that builds the cognitive and physical skills for handwriting.' (Kinetic Letters Programme 2024) The key principle of the Kinetic Letters program is that building physical strength underpins handwriting and concentration. The Early Years Toolkit outlines the benefits of approaches which develop physical development: https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches	3, 4
Whole school speaking, listening and vocabulary development	Continue to develop and embed oral rehearsal techniques including my turn/your turn, say it again/say it better, mathematics sentence stems https://voice21.org/why-oracy-matters/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 5

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unlocking Letters and Sounds phonics intervention	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 'Keep-up not catch-up' strategies aimed at ensuring all children can access current learning in phonics. Backed up by Ambitious Expectations - a set of six focused intervention strategies that support children with reading.	3
Reading intervention	Reading comprehension approaches have a strong evidence base that indicates a positive impact on pupils' reading capabilities and, coupled with phonic interventions, help pupils to develop their reading skills: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The EEF toolkit states: The average impact of reading comprehension strategies is an additional six months progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	3
Reading partnership	This partnership training ensures that volunteers have the skills to provide top quality, effective help, recognising	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	the needs of each child and tailoring their sessions accordingly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Sensory Circuits	Physical strength underpins handwriting and concentration. The Early Years Toolkit outlines the benefits of approaches which develop physical development: https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches	3, 4, 5

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

Budgeted cost: £25,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
I Can Problem Solve Intervention	I Can Problem Solve is a universal, social and emotional learning program designed to build interpersonal thinking and problem-solving skills for children, ages 4-11. It encourages children to think of various solutions to problems, think about the potential consequences to the solutions they identify and recognise their own and other's emotions. It promotes language development. https://clearinghouse.helpandhopewv.org/program/i-can-problem-solve-icps/	1, 5
Nurture Group and ELSA	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and	5

	+4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal [Educational Psychology in Practice](#) on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. https://d2tic4wvo1iusb.cloudfront.net/production/documents/EY_Teaching_Awareness_of_Emotions_and_Feelings_Technical_Summary.pdf	
Ensure disadvantaged children are represented in school roles and take part in extra-curricular and enrichment activities.	There are a number of whole school roles available including School Council, Worship Team, School Ambassador, Librarian, and Playground Leader. Taking on leadership roles helps to instil confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. Having access to and being involved in extracurricular activities is known to be linked with social mobility: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	5
Breakfast club	Offering the breakfast club has supported disadvantaged families to attend school on time. It also mean that children do not start learning while hungry. https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1, 6
Parent support advisor	Parents play a crucial role in supporting their children's learning, and levels of parental engagement	2, 5, 6

| | are consistently associated with better academic outcomes.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#nav-download-the-guidance-report-and-poster | |

Total budgeted cost: £50,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Target	Outcome
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: ● 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.	Summer 2024 Whole School Attendance was 94.7% 14% Persistent Absence 50% of this was disadvantaged pupils Attendance remains an area for development.
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.	50% of disadvantaged children in YR met the Communication and Language ELG. Communication and language remains an area for development and there needs to be a focus on children starting Reception.
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.	Reading Ages - chronological age or above Year 1 63% PP Year 2 40% PP Year 3 43% PP Year 4 14% PP Reading data: YR 25% of PP met ELG Comprehension YR 25% of PP met ELG Word Reading

		Year 1 100% PP ARE Year 2 40% PP ARE Year 3 43% PP ARE Year 4 57% PP ARE Improving reading for disadvantaged pupils remains a priority.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	Tracking of attendance at clubs ensured that teachers could encourage children who were not involved. Staff encouraged disadvantaged children to attend a club and encouraged them to apply for pupil voice groups. Staff communicated with parents about clubs and the opportunity to attend a club through pupil premium funding. Even with this level of encouragement and communication, only 25% of disadvantaged children attended a club all year.
Improved parental engagement	Disadvantaged children will complete home learning activities. Families will attend school information events including parents consultations. Positive responses from parent surveys.	Teachers ensured that any parents not signed up for parents' consultations were contacted and arranged appointments. Records were kept of parents' attendance at school events. Staff monitored which parents had not engaged and encouraged them to do so. 43 parents completed the parent survey which is almost double the amount that answered the last one.

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