

## Pupil premium strategy statement

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 the Baptist CE Primary School
Number of pupils in school	575
Proportion (%) of pupil premium eligible pupils	50 pupils (9.2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lesley Sullivan
Pupil premium lead	Lee Mullen
Governor / Trustee lead	Revd David Hopkin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,990
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£85,820</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium funding at St John's is used to ensure that our children who are pupil premium achieve at least as well or better than the average for all pupils nationally. This strategy is underpinned by key research and evidence, particularly that conducted by the EEF. This suggests that the tiered model approach of high-quality teaching, targeted academic support and wider strategies are key when focusing on the improvement of all children, but especially those who are disadvantaged. Therefore high-quality teaching is at the core of all the pupil premium work we do. However, barriers to learning for all children and notably for PP children experiencing difficulty, often but not exclusively, also include some or all of the following: family and home difficulties, issues with engagement and support, language barriers, literacy problems, low attendance rates, reduced aspirations and expectations, lack of experience outside school, illness and social difficulties.

It is by countering, reducing or removing the barriers to learning that we can achieve our overarching aims and ambition in relation to PP children to support them to reach their potential spiritually, socially and academically and so raise achievement. In this way we diminish the difference and close the gap between PP pupils and others in the school, close the gap between the school's PP pupils and all pupils nationally. We also aim to improve attendance, ensure the school has no/or very few exclusions, accelerate progress of PP pupils, increase the engagement of parents with their children's education and with the school, and increase opportunities for PP eligible pupils and broaden their experience.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To provide access to, wherever possible, wider opportunities involving the arts, sports and other recreational activity.

We aim to do this through:

- Setting aside funding for extra staff members both in and out of the classroom. These staff members will be used for smaller focus groups or to support with school ambassadors in areas such as wellbeing, worship and on the playground.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, both within lessons and through wider opportunities.
- Purchasing and implementation of intervention programmes to consolidate and support classroom learning, as well as other programmes that allow for wider experiences outside of the classroom.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We achieve these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class/group sizes, where necessary and appropriate, thus aiming to improve opportunities for effective teaching and accelerating progress.
- To allocate extra members of staff across the school that will provide support in the classroom, be readily available to implement intervention programmes and also support with school ambassadors.
- 1-1 support where appropriate.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or, in many cases, exceed.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Other wider curriculum opportunities such as engaging with initiatives such as the Arts Award (including exposure to many areas of the arts i.e. music, drama/theatre, dance etc.) and Cross-curricular Orienteering.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Phonics, Writing and Maths
2	Ensuring a 'love of reading' across school, including disadvantaged pupils
3	Family and home difficulties for some pupils, leading to issues with engagement and support
4	Lack of wider opportunities for some pupils, including disadvantaged
5	Frequent behaviour difficulties within a core group of children

## 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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Phonics	Achieve 90%+ in Phonics Screening Check
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behavioural issues (particularly instances of children reaching 'Serious Talk' on our behaviour ladder.

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support the employment of a teacher to further expand the standard of provision for children in KS2 and non-teaching time for SENDCo and Key teacher time.</i>	It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.  Allowing time for SENDCo and other key teachers to promote and develop this ethos is key to our strategy. Teachers should be mindful of the differing needs within their classes and triangulation with SENDCo will aid this significantly.	1, 3, 5  Cost of full time teacher on M6 £49,593
<i>Funding whole school training to close the word gap</i>	External training delivered by Word Aware to support the drive of vocabulary across the curriculum and reduce the word deficit.	1 £875

<b>Read Write Inc. program to support interventions and quality first teaching of the lowest 20%</b>		
<i>Subscription to the virtual classroom for Read Write Inc. and Oxford Owl to provide e-book resources</i>	The virtual purchases allow us to target the lowest 20% with extra tuition and support. This continues into support at home through e-books and virtual lessons.	1, 2, 3 RWI £2,275
<i>Investment in 1 extra day a year provided by the RWI development worker</i>	This support ensures we have correct groupings and are doing 'whatever it takes' with the lowest groups to accelerate learning.	1, 2 £800
<i>Release of the reading leader ½ day a week</i>	Release time is used to coach, provide practise sessions and assess those children at risk of falling behind, and to close the gap as efficiently as possible.	1, 2 £4,688

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

### Budgeted cost:

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>To assist with the employment of support staff to underpin and reinforce learning.</i>	Looking at the tiered model approach, targeted academic support can be provided alongside high-quality teaching in order to help pupils make good progress. Provision of additional staff members will allow for small group and 1-to-1 interventions to take places more frequently, leading to greater impact.	1, 2, 3  TA 28 hours, 1 academic year = £14,787
<i>Identification and provision for Early Language delay</i>	Children from disadvantaged backgrounds enter school with a significant word deficit. We are funding the NELI program to improve early intervention for speech and language. We are also funding the Word Aware approach to ensure vocabulary rich environment, challenging children from their starting points.	1  £275 (point 6 TA)
<i>23 children to receive 1:1 catch up provision from NTP</i>	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus ex-	1, 3 £2000

	<p>clusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the current Y4 cohort need support to address gaps in Maths and carefully identified pupils will receive face-to-face NTP tuition.</p> <p>We have also identified the current Y5 cohort as needing intervention and therefore will access face-to-face NTP tutoring for Maths.</p>	
<i>Purchase of Shine intervention for targeted reading comprehension support</i>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>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.</p>	£400

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to fund resources and provide regular CPD for staff on the THRIVE programme in order to support social and emotional development.</i>	Successful transition both to new classes and back to more normal school protocol (post Covid restrictions) is of significant importance as we enter the new academic year. By equipping staff to work in a targeted way with children and young people who have struggled with difficult life events, we aim to allow pupils to start positively and continue to flourish in their new settings.	1, 3, 4, 5  £1394 (KC) £1249 (online) £544 (modules) £375 (3 licenses)

	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
<i>CPD for a behaviour and wellbeing specialist</i>	Investment in NPQSL for a member of staff to drive behaviour and wellbeing for all pupils, but with a focus on the most disadvantaged.	5 £850
<i>Continue to fund musical instrument tuition, providing wider opportunities to participate in the arts.</i>	Integration of music in the classroom and playing an instrument has favourable effects on young children’s learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.  Y5 children will continue to access weekly musical instrument lessons as a class. As well as this we encourage tutors to deliver individual and small group lessons throughout school.	4  £2250 (3 classes Y5)
<i>Subsidise a number of educational visits and theme days to enrich the curriculum.</i>  <i>Increased provision of extra-curricular opportunities across school.</i>	‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. Therefore providing children with opportunities to use such skills outside of the classroom and develop cultural capital is a vital part of our plan, and the provision of educational visits, theme days and other wider opportunities is key to this.	1, 4, 5  Assuming 3 trips a year @ £20 = £500  £1,200 (PGL) £900 (Robinwood)
<i>Provision of Forest School practitioner and a play therapist</i>	There is a wider evidence base indicating that outdoor adventure learning can have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning can play an important part of the wider school experience, regardless of any impact on academic outcomes.	FS 2.5 hours per week = £1,520  Play therapist (4 afternoons a week) Assumes 2.25 hours x 4 days p/w of RR salary £5,188  Training for the Play therapist £3500

**Total budgeted cost: £95,163 (over spend met through school funds)**