

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	549
Proportion (%) of pupil premium eligible pupils	76 pupils (14 %)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2021 December 2022 December 2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Susie Arnold
Pupil premium lead	Sarah Dougal
Governor / Trustee lead	Revd David Hopkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175 (financial year)
Recovery premium funding allocation this academic year	£8,555
School Led Catch Up/National Tutoring Programme	£8,100
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£92,830

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 which encompasses the culture capital (including exposure to many areas of the arts i.e. music, drama/theatre, dance etc.) and a passport to learning.

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

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 Year 6 Reading
Progress in Phonics	Achieve 90%+ in Phonics Screening Check with 77% pupil premium children passing the check.
Progress in Writing	Achieve national average progress scores in KS2 Writing. With 78% of pupil premium children at the end of KS1 and 78% of pupil premium children at the end of KS2.
Progress in Mathematics	Achieve national average progress scores in KS2 Maths. With 78% of pupil premium children in KS1 and 78% of pupil premium children in KS2.
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behavioural issues from Autumn 1 to Summer 2.

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: £14,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy and Language Leader role created 2022-23	<p>Research evidence demonstrates that a focus on both oral language interventions as well as reading comprehensions has significant impact on accelerating learning (an increase of 6 months over the course of a year).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>An oracy and language leader role to be implemented with release time for completing training and supporting staff in implementing oral and language interventions.</p>	1,2

<p>Development of Quality First Teaching</p>	<p>So that all pupils experience a consistent high standard of teaching strategies are in place. Teaching and learning briefings, Twilights, inset CPDs</p> <p>Developing metacognitive and self-regulation skills in all pupils</p> <p>ECT programme with a specific focus on supporting disadvantaged students</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2.</p>
<p>Fresh Start</p>	<p>Direct teaching underpins Fresh Start. Every day, pupils learn new letter-sounds and review previous sounds and words. They apply what they have been taught by reading words containing the sounds they know in lively, age-appropriate stories and non-fiction texts that are closely matched to their increasing phonic knowledge. By the end of the programme, they will be able to read these accurately and fluently. Assessments at the start and end of the program take place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Mastery Learning</p>	<p>With a particular focus in maths across the school where a range of approaches are used so that the pupils are supported to achieve the mastery approach with;</p> <ul style="list-style-type: none"> • Same day interventions • Daily precision teaching for multiplication fact recall. <p>Year 5</p> <ul style="list-style-type: none"> • WTS weekly intervention to secure RtP criteria from previous year groups. • Targeted ARE complete weekly intervention to secure RtP criteria from the previous year group. • Targeted GDS complete weekly intervention to develop problem solving skills based on Gareth Metcalfe & Nrich resources. <p>Year 6</p> <ul style="list-style-type: none"> • WTS children complete a weekly arithmetic intervention to secure core calculation skills • Targeted ARE children complete a weekly arithmetic intervention. <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>Read Write Inc. program to support interventions and quality first teaching of the lowest 20%</p> <p>Phonics is the foundation and building blocks to achieving success in reading, the key necessary to unlocking the curriculum for our learners. The benefits of this are supported by extensive evidence. Therefore, we place great emphasis on ensuring that our learners achieve a high level of proficiency in their knowledge and application of this knowledge during their time at school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>		
<p><i>Subscription to the virtual classroom for Read Write Inc. and Oxford Owl to provide e-book resources</i></p>	<p>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.</p>	<p>1, 2, 3 RWI</p>
<p>Investment in 1 extra day a year provided by the RWI development worker</p>	<p>This support ensures we have correct groupings and are doing 'whatever it takes' with the lowest groups to accelerate learning.</p>	<p>1, 2</p>
<p>Release of the reading leader one day a week</p>	<p>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.</p>	<p>1, 2</p>

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

Budgeted cost: £36,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To assist with the employment of support staff to underpin and reinforce learning.</p>	<p>Looking at the tiered model approach, targeted academic support can be provided alongside high-quality teaching in order to help pupils make good progress.</p> <p>Provision of additional staff members will allow for small group and 1-to-1 interventions to take places more frequently, leading to greater impact.</p> <ul style="list-style-type: none"> • 1 to 1 phonics • Well Comm • Thrive • Speech and Language • Music Interaction 	<p>1, 2, 3</p>

	<ul style="list-style-type: none"> • Handwriting Program • <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Research shows that smaller groups work better, so we limit these sessions to 1 to 1 or groups up to three children. The reasoning behind this is so that more frequent feedback is given, engagement from children is likely to be sustained and that the tuition can be closely matched to the learners' needs.</p>	
Employment of a learning mentor	<p>A number of our children need support with emotional needs and behaviours, with this being the biggest barrier to their access to and progression within their learning. By employing a learning mentor, we will be meeting such needs on individual basis.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted support typically involves working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs. This will be address with the learning mentor working with these pupils.</p>	3.
Identified children to receive 1:1 catch up provision from NTP	<p>Children have been identified to participate in the NTP provision and progress is tracked.</p> <p>9 children in year 5, 7 children in year 4.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Research shows that smaller groups work better, so we limit these groups to three/four children. The reasoning behind this is so that more frequent feedback is given, engagement from children is likely to be sustained and that the tuition can be closely matched to the learners' needs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1
Shine intervention for targeted reading comprehension support (linked rising stars)	<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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2

Reading 1 to 1 Support	<p>Reading volunteers at ks2 – school readers with a focus on Year 4,5 and 6. Once a week per year group</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1,2
Funding for implementing and training of Well Comm	<p>The Well Comm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospital NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>Support staff to assess and implement the program to the children needing additional support.</p> <p>Assessments at the start and the end of the program take place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1
Book Fair	All Pupil Premium students are given a voucher to choose one book from the Book Fair.	2, 3 Cost of books
Year 4 Multiplication Assessment	<p>The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.</p> <p>All pupils to have access to TTRock Stars both to be used at home and in class, children who are disadvantage/pp to be targeted to attend the TT Rock Stars lunchtime club to help with accessing the program and practicing their times tables.</p> <p>Purchase of iPad to support learning of multiplications in Year 4.</p>	

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund resources and provide regular CPD for staff on the THRIVE programme in order to support social and emotional development.</p>	<p>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.</p> <p>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.</p> <p>Whilst the security of the evidence strength for social and emotional learning is low, the observed impact is four months of additional progress over the course of the year. As evidence suggests particular effectiveness when approaches focus on improving social interaction between pupils, and for shorter, more frequent sessions, we choose to focus on these areas and monitor carefully.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4.</p>
<p>Behaviour and Wellbeing Lead</p>	<p>Time to support and implement the whole school behaviour strategy. The research shows that with a consistent approach alongside a focus on developing relationships will have a positive impact on managing behaviour. With this in mind the lead will raise the profile of the behaviour strategy through training, monitoring and working with staff to support all children with a specific focus on disadvantage children.</p> <p>Working closely with parents to meet all needs of disadvantage children.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

<p>Continue to fund musical instrument tuition, providing wider opportunities to participate in the arts.</p>	<p>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.</p> <p>After school music band where financial support to enable participation.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Subsidise a number of educational visits and theme days to enrich the curriculum.</p> <p>Increased provision of extra-curricular opportunities across school.</p>	<p>‘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.</p> <p>Educational visits to be subsidised by 50% allowing all to attend and access these opportunities regularly.</p>	<p>1, 4.</p>
<p>Provision of Forest School practitioner.</p>	<p>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.</p> <p>The trained Forest school practitioner will support all early years and Key stage 1 with outdoor learning in the forest school along with targeted children in KS2.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Access to after school clubs</p>	<p>The opportunity to access clubs after school will enhance our pupil’s school day and create wider opportunities to enhance their wellbeing and skills. Funding one club per half term will give opportunities for all to access this provision.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk).</p>	<p>4</p>
<p>Provision of a play therapist</p>	<p>Trainee therapeutic play practitioner is employed.</p>	<p>3,4</p>

	<p>Play therapist will be released to work one afternoon a week to work with 4 targeted children over 12 weeks. Then assess and repeat the process with next identified children.</p> <p>Play-based learning EEF (educationendowmentfoundation.org.uk)</p> <p>On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area.</p>	
<i>Attendance</i>	<p>To monitor attendance of disadvantage pupils and support families in improving attendance when needed working closely with the learning mentor.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4

Total budgeted cost: £92,830

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

ATTAINMENT/PROGRESS

Our internal assessments during 2021/22 suggested that the attainment of disadvantaged pupils was mostly in line or slightly higher than in the previous academic years in reading, phonics and maths: most disadvantaged children have made expected or above progress.

44% of pp pupils are at expected in reading compared to 46% of all pupils at the end of summer 2022.
37% of pp pupils are at expected in writing compared to 56% of all pupils at the end of the summer 2022.
44% of pp pupils are at expected in maths compared to 51% of all pupils at the end of the summer 2022.

The widest gap is in writing – this year writing is a priority for the whole school; training, support and a review of delivering the writing curriculum is taking place to support high quality teaching of writing along with additional writing support for targeted children.

Phonics 2021-2022 Progress

All PP and disadvantaged children passed phonics assessemnt in Year 1.

One SEND did not pass who has complex learning needs and is accessing interventions to meet need.

Pupil premium pupils 2021-2022 (41 pupils in Year 2-6)

Reading 2021 -2022 Progress

7 made above expected progress

3 made below expected progress

The remaining 31 children made expected progress.

Maths 2021-2022 Progress

6 made above expected progress

3 made below expected progress

The remaining 32 children made expected progress

Writing 2021-2022 Progress

2 made above expected progress

27% of pupil premium children made combined attainment of at and above compared to the previous year where 26% pupil premium made combined attainment of at and above.

PERSONAL DEVELOPMENT

Behaviour data for our Pupil Premium is broadly in line by type when compared with non-pupil premium peers. The behaviour analysis report shows that during the summer term 5 pupil premium children were identified with behaviour incidents which were linked to self-regulation and social and emotional issues. There is a slight increase in frequency of misbehaviours, and from analysis this relates to a lower threshold for managing emotions leading to dysregulation when looking at our pupil premium children as a whole. Children have access to thrive and strategies are in use to support these children. 4 members of staff are thrive practitioners and a designated space has been developed during the new build to give a room for children to work on the thrive program and use when dysregulated.

The school adopts the Thrive approach to support children with SEMH needs. This can take the guise of individual or small group interventions, based on identified needs. The school are present has four Thrive practitioners. As a Thrive school, we take a whole school approach to identifying gaps in SEMH development. Every child is assessed each term using the class assessment to ensure no child is missed. Flagged children are then individually assessed to create an action plan for them to work on in their 3 x weekly sessions. This is monitored and the children are assessed each half term to measure impact and meet need.

The employment of a learning mentor will focus on supporting the children who struggle to managing emotions and work closely with the thrive practitioners to make sure needs are being met.

Disadvantage children have had access to after school clubs this academic year. Each half term they have had access to one club for free – this has allowed engagement for all in attending clubs and developing skills and interests beyond the school day. This will continue in 2022-2023 with a higher profile to increase the engagement of disadvantage children.

Externally provided programs

Programme	Provider
Read Write Inc.	DfE validated systematic synthetic phonics (SSP) programme
Thrive Approach	The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.
Well Comm	The complete speech and language toolkit, from screening to intervention.
TT Rock Stars	In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.

Service Pupil Premium Funding (optional)

How our service pupil premium allocation was spent last academic year
Service children were supported in accessing after school clubs, support on trips and working with a licence thrive practitioner to develop social and emotional support.
The impact of that spending on service pupil premium eligible pupils
Children were engaged in the wider school community. One service family engaged in parent thrive training and worked closely with school in supporting his family's social and emotional development.

Further Information (optional)