

# Pupil premium strategy statement – St John’s C E (C) Primary School

This statement details St John’s C E (C) Primary School’s use of pupil premium (and recovery 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	168 Number of Pupils receiving Pupil Premium Grant (PPG) = 34 X FSM  3 x LAC (former LAC) funding and 2 x LAC funding due to start October 2022. These children are now known as Pupil Premium Plus children.
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022/23 (3-year plan approach not adopted due to significant changes in the age range of the school)
Date this statement was published	September 2022
Date on which it will be reviewed	March 2023 and July 2023
Statement authorised by	Mr A Blackburn (Headteacher)
Pupil premium lead	Mr A Blackburn
Governor / Trustee lead	Malcolm Brook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total Amount of FSM PPG for 2022-2023 = £47,090  Total Amount of Pupil Premium Plus PPG for 2022 – 2023 = £7230 possibly rising

	to £12,050 (an additional £4820).  Total Amount of PPG for 2022 -2023 = £54,320. This could rise to a possible £59,140.
Recovery premium funding allocation this academic year	£4930
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£59,250

# Part A: Pupil premium strategy plan

## Statement of intent

At St John's we recognise that all children, regardless of background, should have equal access to a curriculum that will enable them to reach their potential and how we spend our Pupil Premium allows this to happen for our deprived children by narrowing the gap between themselves and their non-deprived peers. We organise teaching and learning to meet the needs of all our children in the best way possible, which may mean in some circumstances when Pupil Premium funding is used for interventions to support the progress of Pupil Premium children, other children who need similar support and approaches to learning but not on the FSM register may also be included and access it. All children should make good progress and have the opportunity to achieve high attainment across all subject areas.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Children have missed direct teaching time and guided reading/writing sessions due to lockdowns. Parents with EAL are not able to support with this at home.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect

	disadvantaged pupils, including their attainment. The significant challenges faced by some families are having an impact on children's engagement at school and level of support given at home by parents/carers.
4	The health and social care needs e.g. healthy eating of some of our disadvantaged learners is not as good compared to non-disadvantaged children. In 2020, even prior to Lockdown, 27% of children in Dewsbury West were 'Obese' and a further 14% were 'Overweight.'

## 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 Reading and Writing attainment in particularly but also Maths among disadvantaged pupils.	KS1 and internal tracking shows the gap in attainment between disadvantaged children and all children has narrowed or even not in existent over the next 3 years. Target in line with whole school target is for at least 70% to achieve the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil and parent voice and teacher observations</li> <li>• Limited peer-on-peer incidents, especially as we extend to having KS2 provision.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• A rise in the level of engagement with those parents/carers with significant challenges</li> </ul>

<p>Disadvantaged families are well supported so that the health needs and social care needs of children are well met or sufficient support in place to help progress as a family towards this.</p>	<ul style="list-style-type: none"> <li>• No significant difference in the health and safeguarding of children between those who are from disadvantaged families to all families.</li> <li>• Health needs and social care needs are met.</li> <li>• Families, where there are issues feel well-supported by school and external agencies by adequate support put in place at the earliest opportunity.</li> </ul>
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## 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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher release 1 day each term to support Pupil Premium Children on Care Plans/ TAF plans etc. and attendance at HUB meetings.  £600	Higher quality links for families and improved relationships with outside agencies to meet the needs of our families.	4

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

Budgeted cost: £46,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support in class for Maths and English across all Year groups (6 classes x 2.5 hours per year group per day for 38 weeks per year charged at £13p/h - ETA).  £37,050	<ul style="list-style-type: none"> <li>Attainment Gap between FSM and non-FSM children closes in Maths, Reading and Writing by at least 5%.</li> <li>FSM children to be confident and able to complete the majority of homework independently.</li> </ul>	1, 2 and 3
Support staff hours for specific interventions, including RWI coaching in school during an afternoon (1 hour per year	<ul style="list-style-type: none"> <li>Attainment Gap between FSM and non-FSM children closes in Maths, Reading and Writing by at least 5%.</li> <li>Support staff to independently lead high quality interventions.</li> </ul>	1 and 2

group per day for 38 weeks per year). Interventions developed throughout the year depending on need.  £9880		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits contribution at around £15 per child, once a year.  £180	Contingency for 12 FSM children to attend educational visits without adding additional financial pressure on families (6 identified as history shows parents prefer to contribute but anticipated to be higher due to cost of living crisis).	3
Enrichment Provision – various activities throughout the year in 4 week blocks of 1 hour per half term = 24 hours in total at approximately £35 per hour.  £840	<ul style="list-style-type: none"> <li>FSM children to be given opportunities to find an interest and talents in non-academic based activities that could become interests for life.</li> <li>FSM to be referred to outside clubs to carry on interests.</li> <li>FSM children to be given additional opportunities outside of the standard curriculum to develop physically, socially and morally.</li> </ul>	3
Funding of milk daily for Free School Meal children (£45 per child for 3 terms)  £1665	<ul style="list-style-type: none"> <li>FSM children to have milk once a day as part of improving their diet and in particular increase their calcium intake to support the growth of healthy teeth and bones at such as young age.</li> </ul>	4
Attendance at Breakfast Club (Possible 6 children at cost of £1.50 per day).  £1710	<ul style="list-style-type: none"> <li>Children better equipped for learning due to a good breakfast – better concentration in class resulting better outcomes.</li> </ul>	4
Contingency money used for unexpected/new resources, strategies or needs.	<ul style="list-style-type: none"> <li>Where needed unplanned problems can be dealt with so that the progress of FSM is not at a disadvantage compared to their peers.</li> </ul>	1, 2, 3, 4

£2395		
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**Total budgeted cost: £54,320.**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Please see reviewed Pupil Premium Reports for 2021 – 2022 included at the end of this document as Appendix 1.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	N/A

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

### Further information (optional)

N/A

## Appendix 1: Pupil Premium Report 2021 – 2022



### Pupil Premium Report 2021 - 2022



Pupil Premium is additional school funding from the Government to provide additional support to pupils on roll from low-income families who are currently known to be eligible for free school meals (FSM) or those who have been in receipt of free school meals in the past six years. The funding is also available for children in local authority care who have been looked after for more than six months, adopted children or children of service personnel.

As a school, we are free to spend the Pupil Premium funding as we see fit. However, we are held accountable for how we have used the additional funding to support pupils from these groups of children and the emphasis must be on raising attainment. The funding per pupil has increased substantially year on year with those qualifying for free school meals generating income for our school detailed in the table below.

At St John's we recognise that all children, regardless of background, should have equal access to a curriculum that will enable them to reach their potential and how we spend our Pupil Premium allows this to happen for our deprived children by narrowing the gap between themselves and their non-deprived peers. We organise teaching and learning to meet the needs of all our children in the best way possible, which may mean in some circumstances when Pupil Premium funding is used for interventions to support the progress of Pupil Premium children, other children who need similar support and approaches to learning but not on the FSM register may also be included and access it.

The Department of Education has created a document - Pupil Premium - what you need to know - which expands on the purpose of the Pupil Premium and the key facts. The link for this document is <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>.

<b><u>School Summary</u></b>	
Total Number of Pupils on roll = 141 (Yr R - 2)	Number of Pupils receiving Pupil Premium Grant (PPG) = 32
Amount of FSM per Pupil = £1345	Total Amount of PPG for 2021-2022 = £43,040

**Objectives for Spending PPG 2021 - 22:**

- Ensure that Pupil Premium children are socially and emotionally ready to learn and perform better in the classroom.
- Ensure that all Pupil Premium children are challenged at their own level and make good progress from their starting points. Children to attain the expected level in core subjects or make good progress towards the expected standard.
- Ensure that Pupil Premium children have high quality learning and life experiences that their peers potentially have access to at home.
- Ensure that the negative impact of COVID-19 on Pupil Premium children is minimal and only the same as children who are not Pupil Premium.



## Impact of Actions to be commented on in July 2022



<u>Year Group</u>	<u>Activity</u>	<u>Intended Outcomes</u>	<u>Monitoring</u>	<u>Impact</u>	<u>Approximate Costs</u>
All	Additional targeted support in class for Maths and English across all Year groups (3hours per year group per day for 38 weeks per year). (ETA)	<ul style="list-style-type: none"> <li>Attainment Gap between FSM and non-FSM children closes in Maths, Reading and Writing by at least 5%.</li> <li>FSM children to be confident and able to complete the majority of homework independently.</li> </ul>	Maths (EB) and English (LW/SLT) Subject Coordinators.	Children made good progress in Maths and English - see attainment data in school.	£25,650
All	Support staff hours for specific interventions in school during an afternoon (1 hour per year group per day for 38 weeks per year). Interventions developed throughout the year depending on need.	<ul style="list-style-type: none"> <li>Attainment Gap between FSM and non-FSM children closes in Maths, Reading and Writing by at least 5%.</li> <li>Support staff to independently lead high quality interventions.</li> </ul>	SLT	Children made good progress in Maths and English - see attainment data in school, includes SEND progress.	£8,550

Year 1 and 2	Additional RWI resources and 1:1 coaching 3 times a week for 2 hours (ETA).	<ul style="list-style-type: none"> <li>• Attainment Gap between FSM and non-FSM children closes in Year 1 phonics screening - no significant difference between FSM and non-FSM.</li> <li>• FSM making good progress with Phonics knowledge.</li> <li>• FSM to receive high quality 1:1 Phonics support, tailored to their needs.</li> </ul>	RWI/Reading Lead -LW	Children taught and supported at the right Phonics level.	£3,420
All	Educational Visits contribution at around £15 per child, twice a year.	<ul style="list-style-type: none"> <li>• Contingency for 6 FSM children to attend educational visits without adding additional financial pressure on families (6 identified as history shows parents prefer to contribute).</li> </ul>	Bursar - AH	Engaging and stimulating curriculum - children are proud of school and are keen to learn more.	£90
Yrs 1-2	Enrichment Provision - various activities throughout the year in 4 week blocks of 1 hour per half term = 24 hours in total at approximately £35 per hour.	<ul style="list-style-type: none"> <li>• FSM children to be given opportunities to find an interest and talents in non-academic based activities that could become interests for life.</li> <li>• FSM to be referred to outside clubs to carry on interests.</li> <li>• FSM children to be given additional opportunities outside of the standard curriculum</li> </ul>	Headteacher - AB.	Children learn new skills and gain more self-confidence.	£840

		to develop physically, socially and morally.			
All	Funding of milk daily for Free School Meal children.	<ul style="list-style-type: none"> <li>FSM children to have milk once a day as part of improving their diet and in particular increase their calcium intake to support the growth of healthy teeth and bones at such as young age.</li> </ul>	Bursar - AH	Healthier children.	£1,210
All	Teacher release 1 day each term to support Pupil Premium Children on Care Plans/ TAF plans etc. and attendance at HUB meetings.	<ul style="list-style-type: none"> <li>Higher quality links for families and improved relationships with outside agencies to meet the needs of our families.</li> </ul>	Headteacher - AB	SEND needs been met and good relationships/use of various external agencies.	Cost of Teacher = £578
All	Contingency money used for unexpected/new resources, strategies or needs.	<ul style="list-style-type: none"> <li>Where needed unplanned problems can be dealt with so that the progress of FSM is not at a disadvantage compared to their peers.</li> </ul>	Headteacher - AB	Needs of all children are well met in school. Parents are happy with the quality of education.	£2,702
Estimated Total Amount Spent					£43,040

**Possible barriers to future attainment and preventing above outcomes from being achieved:**

- Possible isolation periods.
- Language spoken at home – for some children their first language spoken at home is not English. Parental support could cause problems.
- A high proportion of children start school with very limited life experiences, which continues throughout their learning journey.
- Lack of technology at home to support children.