



Pupil premium strategy statement – St John's C E (C) Primary School. Updated Sept 2024.

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	210 Number of Pupils receiving Pupil Premium Grant (PPG) = 43 x FSM (20% of the school). Out of the above, there are 3 x LAC (former LAC) funding (1.4% of school). These children are now known as Pupil Premium Plus children.
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 (3-year plan approach not adopted due to significant changes in the age range of the school)
Date this statement was published	September 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Mr A Blackburn (Headteacher)
Pupil premium lead	Mr A Blackburn
Governor / Trustee lead	Malcolm Brook

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	<p>Total Amount of FSM PPG for 2024-2025 = £59200 (£1480 x 40)</p> <p>Total Amount of Pupil Premium Plus PPG for 2024 – 2025 = £2570 per pupil x 3 = £7710.</p> <p>Total = £59200 + £7710 = £66910.</p>
Recovery premium funding allocation this academic year	£0 to be used due to % needing to be match and current school budget will not allow this.
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><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></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	<p>£66910 in Pupil Premium funding.</p> <p>Total budget = £1,190,122</p>

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 and enrichment (e.g. extra-curricular) 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	Older 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. Younger children have missed vital interaction and learning opportunities at a young age such as toddler groups.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures

	<p>to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
3	<p>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.</p>
4	<p>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.'</p>

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.	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. No significant difference between PP children's data and whole school/class data.
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"> Qualitative data from pupil and parent voice and teacher observations

	<ul style="list-style-type: none"> • Limited peer-on-peer incidents, especially as we extend to having KS2 provision. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • A rise in the level of engagement with those parents/carers with significant challenges
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.	<ul style="list-style-type: none"> • No significant difference in the health and safeguarding of children between those who are from disadvantaged families to all families. • Health needs and social care needs are met. • Families, where there are issues feel well-supported by school and external agencies by adequate support put in place at the earliest opportunity.

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: £54,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support in class for Maths and English across all Year groups (8 classes x 2 hours per class, per day per week for 38 weeks per year charged at £15p/h - ETA). £45,600	<ul style="list-style-type: none">• Attainment Gap between FSM and non-FSM children closes in Maths, Reading and Writing by at least 5%.• FSM children to be confident and able to complete the majority of homework independently.	1, 2 and 3

<p>Support staff hours for specific interventions, including RWI coaching in school during an afternoon (2 hours per day 5 times a week for KS1 and EY for 38 weeks per year and 1 hour per day 5 times a week for KS2 for 38 weeks per year). Interventions developed throughout the year depending on need. £15p/h – ETA.</p> <p>£5700 + £2850 = £8550.</p>	<ul style="list-style-type: none"> • Attainment Gap between FSM and non-FSM children closes in Maths, Reading and Writing by at least 5%. • Support staff to independently lead high quality interventions. 	1 and 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Educational Visits contribution at around £20 per child, once a year.</p> <p>£300</p>	<ul style="list-style-type: none"> • Contingency for 15 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
<p>Funding of milk daily for Free School Meal children (£45 per child for 3 terms)</p> <p>£1665</p>	<ul style="list-style-type: none"> • 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. 	4
<p>Attendance at Breakfast Club (Possible 10 children at cost of £1.50 per day).</p> <p>£2850</p>	<ul style="list-style-type: none"> • Children better equipped for learning due to a good breakfast – better concentration in class resulting better outcomes. 	4
<p>Purchase a set of board games for EY, KS1 and</p>	<ul style="list-style-type: none"> • Many professionals report a lack of interaction between adults and peers. 	3

<p>KS2 and groups of children take it in turns to 'borrow' a game from school and take home to play with family at home for a week.</p> <p>£350</p>	<ul style="list-style-type: none"> • Cost-of-living crisis and increased use of technology means children now lack quality interaction and turn taking opportunities out of the classroom. 	
<p>Purchasing of new books for KS2 reading scheme 'Accelerated Reading.</p> <p>£2000</p>	<ul style="list-style-type: none"> • Accelerated Reading research and DfE importance of reading from an early age and continued throughout all key stages to improve fluency in reading. 	1
<p>Purchase of resources for rewarding reading e.g. books for book vending machine and million word reader certificates.</p> <p>£1000</p>	<ul style="list-style-type: none"> • Reading for Pleasure – OFSTED guidance and framework. 	1
<p>Contingency money used for unexpected/new resources, strategies or needs.</p> <p>£3995</p>	<ul style="list-style-type: none"> • Where needed unplanned problems can be dealt with so that the progress of FSM is not at a disadvantage compared to their peers. • 	1, 2, 3, 4

Total budgeted cost: £66,910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Data for All Children 2023/24:

Maths						
	% Below	% Expected	% Above	Total Expected or Above	% Target for Expected or Above	Government Floor Target
Reception (30)	21%	59%	21%	80%	70%	65%
Year 1 (28)	29%	64%	7%	71%	70%	65%
Year 2 (46)	28%	61%	11%	72%	70%	65%
Year 3 (49)	31%	53%	16%	69%	70%	65%
Year 4 (30)	27%	50%	23%	73%	70%	65%
Average				73%		
Reading						
	% Below	% Expected	% Above	Total Expected or Above	% Target for Expected or Above	
Reception (30)	31%	45%	24%	69%	70%	65%
Year 1 (28)	29%	50%	21%	71%	70%	65%
Year 2 (46)	26%	59%	15%	74%	70%	65%
Year 3 (49)	29%	53%	18%	71%	70%	65%
Year 4 (30)	30%	47%	23%	70%	70%	65%
Average				71%		
Writing						
	% Below	% Expected	% Above	Total Expected or Above	% Target for Expected or Above	
Reception (30)	31%	42%	28%	70%	70%	65%
Year 1 (28)	39%	54%	7%	61%	70%	65%
Year 2 (46)	41%	54%	4%	58%	70%	65%
Year 3 (49)	55%	45%	0%	45%	70%	65%
Year 4 (30)	43%	57%	0%	57%	70%	65%
Average				55%		

Whole School Data for Pupil Premium Children 2023/24:

2023 2024 Pupil Premium Attainment - Summer 2024

Maths						
	% Below	% Expected	% Above	Total Expected or Above	Government Floor Target	
Reception (3)	33%	66%	0%	66%		65%
Year 1 (6)	0%	67%	33%	100%		65%
Year 2 (11)	36%	64%	0%	64%		65%
Year 3 (14)	36%	50%	14%	64%		65%
Year 4 (8)	50%	25%	25%	50%		65%
Average				70%		
Reading						
	% Below	% Expected	% Above	Total Expected or Above		
Reception (3)	66%	33%	0%	33%		65%
Year 1 (6)	17%	33%	50%	83%		65%
Year 2 (11)	27%	73%	0%	73%		65%
Year 3 (14)	29%	50%	21%	71%		65%
Year 4 (8)	38%	50%	13%	63%		65%
Average				73%		
Writing						
	% Below	% Expected	% Above	Total Expected or Above		
Reception (3)	66%	33%	0%	33%		65%
Year 1 (6)	17%	50%	33%	83%		65%
Year 2 (11)	55%	45%	0%	45%		65%
Year 3 (14)	64%	36%	0%	36%		65%
Year 4 (8)	50%	50%	0%	50%		65%
Average				54%		

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
RWI 1:1 Catch up tutoring sessions	St John's C E (C) Primary Teaching staff

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