



Pupil Premium Strategy Statement St. John's C. of E. Primary School, Abram

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year 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's C. of E. Primary School, Abram
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Laura James
Pupil premium lead	Kate Penarski
Director / Trustee lead	Janet Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,940
Recovery premium funding allocation this academic year	£ 8,120
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	£69,060

Part A: Pupil Premium Strategy Plan

Statement of intent

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

We aim to do this through

- 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, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- 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

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To allocate an academic mentor teaching assistant- providing small group work focussed on overcoming gaps in learning and tutoring
- 1-1 support where necessary
- Additional teaching and learning opportunities provided
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and pastoral support

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the EYFS in most areas with some significantly below.
2	Poor language acquisition and communication skills
3	High number of Pupil Premium children with SEND
4	Significant social, emotional and mental health needs
5	Social Care or External Agency involvement with families

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
Phonics	Achieve at least national average in Phonics Screening Check
Reading	Achieve National Average Progress in KS2
Writing	Achieve National Average Progress in KS2 Writing
Maths	Achieve National Average Progress in KS2
Attendance	Attendance is in line with their peers; at least a 4% increase

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: **£41,438**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff have received training to deliver new phonics scheme effectively</p>	<p>EEF +5</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>1, 2</p>
<p>Whole school CPD on Direct Instruction and Feedback to enhance Quality First Teaching</p>	<p>EEF +6</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +4</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they</p>	<p>1, 2, 4, 5</p>

	progress through the curriculum—will be more effective.	
Additional teacher for core learning	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. By the delivery of smaller group teaching in core subject this will allow teachers to increase the amount of attention each child will receive.	2, 4

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

Budgeted cost: £22,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Nuffield Early Language Intervention programme to identified pupils in Reception and Year 1	EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1, 2, 3
Establish small group reading, language, writing and maths interventions for pupils below age related expectations	EEF +6 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	1, 2, 3
Purchase digital technology: 1:1 iPad for children from Y1 to Y6 Century Showbie Bug Club TT Rockstars	EEF: Technology has transformed how we do things, from communication with friends and family to learning about the world around us. The pupils we teach do not know a life without it. The opportunities it offers us to improve education are truly exciting. The question is no longer whether technology should have a place	1, 2, 3

Maths.com Spag.com LBQ	in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people.	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: **£28,967**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral TA to support pupils families on attendance and wellbeing strategies	EEF (+4) 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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	4, 5
Parental Engagement Events: Showcase of learning, community events, family learning events, parent workshops on supporting children at home)	EEF (+5) Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading	1, 2, 3, 4, 5

Total budgeted cost: **£92,970**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The attendance of children is in line with the local authority data at 88.4% and the gap between their peers is closing; currently 5%

Y1 Phonics at the expected level - 56%

Y2 Phonics at the expected level - 67%

KS1 reading at the expected level - 67% in line with national

KS1 maths at the expected level – 67% just below national

KS2 reading at the expected level – 77% above national

KS2 writing at greater depth is above national

This Pupil Premium plan takes into account all of the above and any findings.

Externally provided programmes

Programme	Provider
Century AI (Maths, Reading, SPAG. Science)	Century
Bug Club	Pearson
TTRS	Maths Circle
Essential Letters and Sounds	Oxford Owl

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1:1 iPad device, Software programmes; Century, Bug Club, 1:6 interventions for reading, writing and maths.
What was the impact of that spending on service pupil premium eligible pupils?	Overall Children are at least in line with their peers for attainment in Reading, Writing and Maths.