



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's C of E Primary School |
| Number of pupils in school | 417 |
| Proportion (%) of pupil premium eligible pupils | 8.87% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | 08/10/21 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Danielle West-Gaul Headteacher |
| Pupil premium lead | Rosie Monks Deputy Headteacher |
| Governor / Trustee lead | Andrew Snee Governor |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £59180 |
| Recovery premium funding allocation this academic year | £6380 |
| 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 | £65560 |

Part A: Pupil premium strategy plan

Statement of intent

The school serves the community of Midsomer Norton. The pupil premium grant reflects this social group. As a school that takes pride in its inclusive ethos, the money is used to remove barriers to success for our most vulnerable learners.

Data and groupings help to inform financial and curriculum planning but every child is recognised as an individual with their own personal strengths, challenges and life experiences. Pupil premium funding is used in accordance with Department of Education guidance in order to raise aspirations, improve outcomes and opportunity and overcome barriers to learning and development.

Evidence-based research and resources from the Education Endowment Foundation are used to focus our resources and funding in the most impactful way. Interventions and provision for pupil premium eligible children are planned based on the individual child's need and are reviewed throughout the year by the class teacher in conjunction with the Pupil Premium Champion and informed by pupil tracking data on attainment, attendance, behaviour and advice from outside agencies and other professionals where appropriate together with the views of the child's parents/carers.

Pupils are not singled out, highlighted or treated differently as a result of their eligibility for pupil premium funding. As an inclusive school, the focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all.

Overall aims of our Pupil Premium Strategy are:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers in English and Maths
- To provide Pupil Premium children with a rich, varied curriculum including access to extracurricular activities
- To support the well-being and SEMH needs of pupils eligible for pupil premium and their families.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Our assessments and observations indicate that the education and well-being 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. |

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| | This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading. |
| 4 | Our assessments (including Thrive screening), observations and discussions with pupils have identified social and emotional issues for many pupils and a lack of enrichment opportunities and parental engagement and support during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |

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 |
|---|---|
| To reduce the attainment gap between the school's disadvantaged pupils and others nationally | PP children will make at least expected or accelerated progress in all areas of the curriculum. |
| To raise the in-school attainment of both disadvantaged pupils and their peers in English and Maths | PP children will reach the expected age related level in reading, writing and maths. PP children will pass the Y1 phonics screening check. Children will meet expected levels in literacy and numeracy at the end of EYFS. |
| To provide pupils eligible for PP with a rich, varied curriculum including access to extracurricular activities | All disadvantaged children will have the opportunity to attend educational visits and camps. Pupils are able to remember and talk about the rich learning experiences they have had. Pupils socialise with peers in more informal play based settings, and participate in group activities. |
| To support the well-being and SEMH needs of the pupils eligible for PP and their families. | PP children have their SEMH needs met and enable them to be ready to learn in the classroom. Barriers to learning for our most vulnerable learners will be removed. |

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: £25,000

| Activity | Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research | Challenge number(s) addressed |
|--|---|----------------------------------|
| Pupil Premium Champion Training for staff to ensure disadvantaged children are given the right support and interventions | Feedback (+8) Mastery Learning (+5) Meta-Cognition (Growth Mindset) (+7) Overseeing Targeted Reading Comprehension (+6) Overseeing Small Group Tuition (+4) | 1 2 3 4 |
| Thrive Training - Improve the quality of social and emotional learning. Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff. | Behaviour interventions (+3) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) | 4 |
| Elsa Training - Improve the quality of social and emotional learning. | Behaviour interventions (+3) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) | 4 |

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

Budgeted cost: £35,000

| Activity | Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research | Challenge number(s) addressed |
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| <p>Targeted academic interventions - A significant proportion of the pupils who receive targeted interventions will be disadvantaged, including those who are high attaining.</p> | <p>Meta-Cognition (Growth Mindset) (+7) Reading comprehension (+6) Collaborative learning (+5) Feedback (+8) Mastery learning (+5) Oral Learning Intervention (+5) Outdoor adventure Learning (+4)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> | <p>1 2 3 4</p> |
| <p>Daily 1:1 precision teaching and pre-teach phonics sessions for Y1 pupils with experienced class based LSAs Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> | <p>Phonics (+4) - Targeted, regular, daily support in short focused sessions from familiar adults who know the children well.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> | <p>1 2</p> |
| <p>External Professionals. Assessments, reports and guidance from OT, EP, SALT</p> | <p>Oral Learning Intervention (+5)</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p> <p>Behaviour interventions (+3)</p> <p>Both targeted interventions and universal approaches can have positive overall effects</p> <p>Early Years Intervention (+5)</p> | <p>1 2 3 4</p> |
| <p>Targeted Speech and language sessions Purchase of a programme (Wellcomm) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> | <p>Early Years Intervention (+5)</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p> | <p>1 2 3</p> |
| <p>Targeted social and emotional support -</p> | <p>Behaviour interventions (+3) – Thrive, Elsa</p> <p>Both targeted interventions and universal</p> | <p>1 2</p> |

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| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | approaches can have positive overall effects | 3 4 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,600

| Activity | Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research | Challenge number(s) addressed |
|--|--|----------------------------------|
| Purchase dyslexia friendly books | Reading comprehension (+6) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. | 1 3 |
| Purchase books of interest to pupils | Reading comprehension (+6) | 1 3 |
| Uniform Allowance | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 4 |
| Breakfast Club | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 3 4 |
| EWO Service Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve | Parental Involvement (+3) Increased attendance giving access to learning and targeted work The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 2 4 |

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|---|---|------------------|
| attendance. | | |
| School Education Visits subsidies | <p>Outdoor Adventure Learning (+4) - All disadvantaged children will have the opportunity to apply for trips and camps to be paid for by school. Enable all children the opportunity to participate fully in our broad and balanced curriculum.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | 1 2 3 4 |
| Classroom resources to support learning | Digital Technology (+4) | 1 2 3 4 |

Total budgeted cost: £65,600

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 2020 to 2021 academic year.

Free School lunches delivered and available for collection during COVID 19 partial closures.

Covid-19 made an impact on our disadvantaged learners, which disrupted key subject areas, particularly Reading, to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and inviting disadvantaged children into school whilst others were learning at home. Printed learning packs were made available for children learning at home and Chrome Books given to families without IT access.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. SEMH needs were met during the pandemic and strategies are in place in the classroom. The effects of the pandemic are continuing to have an impact, particularly on our younger children who have never experienced 'normal' school so this work will continue going forward.

Medical needs have been met for disadvantaged children with significant needs. Training has been given and will continue.

Enhanced transition work for disadvantaged children was implemented. Children moving on to secondary school were offered additional visits and support. Children moving to the next year group were given targeted support 1:1 and in small groups to support the transition period.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------------------|-------------------------|
| The Write Stuff | Jane Considine |
| The Spelling Book | Jane Considine |
| Word Sparks | Oxford University Press |
| Big Cat Reading Books | Collins |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | THRIVE Play Therapy Class TA time |
| What was the impact of that spending on service pupil premium eligible pupils? | SEMH needs met and strategies in place in the classroom Transition work completed Medical needs met |

Further information (optional)

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