



St John's C of E Primary School  
**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's C of E Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Danielle West-Gaul Headteacher
Pupil premium lead	Rosie Monks Deputy Headteacher
Governor / Trustee lead	Diane Lawrence Governor

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Expected - £51,245
Recovery premium funding allocation this academic year	Expected - £6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,335

## 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.

At St John's C of E Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

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.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

**To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.**

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our family learning mentor and our pupil premium champion actively engaging with family to encourage and support good attendance in school.

**To continue to ensure the outcomes for pupils in receipt of pupil premium make or exceed expected progress and attainment.**

Almost 60% of our pupils in receipt of pupil premium have identified special educational needs and some have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this through providing training for our current staff in school. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2022-23 focuses on the needs of this group. Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.

**Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At St John's we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen

an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced Well Being team who work in close partnership with the children and families.

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children need SALT and Early Reading intervention.

## 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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance (21/22 94.81%) and pupils in receipt of pupil premium funding (21/22 93.32%) .
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.  To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.  Increase progress in: Reading to 80% Writing to 80% Maths to 80%
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 95 %

## 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
<p>Consistent approach to the teaching of Early Reading and English across school following the teaching sequence model.</p> <p>Use of new phonics scheme - Little Wandle in Years R and 1 and catch up units from Year 2</p>	<p>See EEF Toolkit : High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching</a></p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	<p>2 4</p>
<p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Use of 'Five a Day' approach.</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small groups and one to one interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send</a></p>	<p>4</p>
<p>Thrive Training - Improve the quality of social and emotional learning.</p> <p>Thrive approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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)</p>	<p>4</p>
<p>Elsa Training and sessions - Improve the quality of social and emotional learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	<p>4</p>

	attitudes, behaviour and relationships with peers)	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research	Challenge number(s) addressed
<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>Establish 1:1 and small group intervention for disadvantaged pupils falling behind age-related expectations</p> <p>Continue to use Little Wandle, Precision Teaching, small group intervention.</p>	<p>EEF Toolkit guidance: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small groups and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p>	<p>1 2 3 4</p>
<p>Daily keep up phonics sessions for YR and Y1 pupils with experienced class based teachers and TAs</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Early Reading Lead and local English hub.</p> <p>Teaching Assistant timetable reevaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling children into school in the morning.</p> <p>Teaching Apprentice working in Year 1 to</p>	<p>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>EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles,</p>	<p>1 2</p>

support teaching and learning alongside delivering positive play sessions at lunchtime in KS1.	they can impact negatively on pupils' learning outcomes	
External Professionals. Assessments, reports and guidance from OT, EP, SALT  Brighter Futures to support YR pupils transitioning in to school	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  Both targeted interventions and universal approaches can have positive overall effects	1 2 3 4
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.	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	1 2 3
Targeted social and emotional support - Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Continue to embed Thrive and ELSA	Both targeted interventions and universal approaches can have positive overall effects	1 2 3 4

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

Budgeted cost: £2,500

<b>Activity</b>	<b>Evidence that supports this approach Likely impact on Progress (+month) Education Endowment Foundation Research</b>	<b>Challenge number(s) addressed</b>
	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		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
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.		
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 attendance.	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
School Education Visits subsidies	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.  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.	1 2 3 4
Classroom resources to support learning		1 2 3 4

**Total budgeted cost: £57,500**



## 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 loss of early learning of key concepts due to Covid-19 continues to make an impact on our disadvantaged learners, which disrupted key subject areas, particularly Writing, 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 teaching and learning environment in the last academic year and the introduction of The Write Stuff approach to the teaching of writing.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to the ongoing effects COVID-19-related issues and that many children had missed vital opportunities to learn early interaction and communication with their peers. 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 strategies continue to be 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.

End of key stage two results (2022) showed that disadvantaged children were continuing to make positive progress with 100% making age related expectations in Reading, and 60% (3 out of 5) in Mathematics. Those that did not achieve age related expectations in Mathematics all achieved 93 or above standardised score.

### 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
Little Wandle Letters and Sounds Revised	Little Wandle

### **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	THRIVE Play Therapy Class TA time Medical Training
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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