

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 the Baptist CE Primary School
Number of pupils in school	505
Proportion (%) of pupil premium eligible pupils	15.6% (79 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2021 December 2022 December 2023
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Susie Arnold
Pupil premium lead	Sarah Dougal
Governor / Trustee lead	Revd David Hopkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,760
Recovery premium funding allocation this academic year	£2,066
School Led Catch Up/National Tutoring Programme	£3375
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£92,201

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding at St John's is used to ensure that our children who are pupil premium achieve at least as well or better than the average for all pupils nationally. This strategy is underpinned by key research and evidence, particularly that conducted by the EEF. This suggests that the tiered model approach of high-quality teaching, targeted academic support and wider strategies are key when focusing on the improvement of all children, but especially those who are disadvantaged. Therefore high-quality teaching is at the core of all the pupil premium work we do. However, barriers to learning for all children and notably for PP children experiencing difficulty, often but not exclusively, also include some or all of the following: family and home difficulties, issues with engagement and support, language barriers, literacy problems, low attendance rates, reduced aspirations and expectations, lack of experience outside school, illness and social difficulties.

It is by countering, reducing or removing the barriers to learning that we can achieve our overarching aims and ambition in relation to PP children to support them to reach their potential spiritually, socially and academically and so raise achievement. In this way we diminish the difference and close the gap between PP pupils and others in the school, close the gap between the school's PP pupils and all pupils nationally. We also aim to improve attendance, ensure the school has no/or very few exclusions, accelerate progress of PP pupils, increase the engagement of parents with their children's education and with the school, and increase opportunities for PP eligible pupils and broaden their experience.

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.
- ✓ To provide access to, wherever possible, wider opportunities involving the arts, sports and other recreational activity.

We aim to do this through:

- Setting aside funding for extra staff members both in and out of the classroom. These staff members will be used for smaller focus groups or to support with school ambassadors in areas such as wellbeing, worship and on the playground.
- 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, both within lessons and through wider opportunities.
- Purchasing and implementation of intervention programmes to consolidate and support classroom learning, as well as other programmes that allow for wider experiences outside of the classroom.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We achieve these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class/group sizes, where necessary and appropriate, thus aiming to improve opportunities for effective teaching and accelerating progress.
- To allocate extra members of staff across the school that will provide support in the classroom, be readily available to implement intervention programmes and also support with school ambassadors.
- 1-1 support where appropriate.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or, in many cases, exceed.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Other wider curriculum opportunities which encompass the culture capital (including exposure to many areas of the arts i.e. music, drama/theatre, dance etc.) and a passport to learning.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Phonics, Writing and Maths
2	Ensuring a 'love of reading' across school, including disadvantaged pupils
3	Family and home difficulties for some pupils, leading to issues with engagement and support
4	Lack of wider opportunities for some pupils, including disadvantaged

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
Progress in Reading	Achieve national average progress scores in Year 6 Reading
Progress in Phonics	Achieve 90%+ in Phonics Screening Check with 77% pupil premium children passing the check.
Progress in Writing	Achieve national average progress scores in KS2 Writing. With 78% of pupil premium children at the end of KS1 and 78% of pupil premium children at the end of KS2.
Progress in Mathematics	Achieve national average progress scores in KS2 Maths. With 78% of pupil premium children in KS1 and 78% of pupil premium children in KS2.
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behavioural issues from Autumn 1 to Summer 2.

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: £45,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy and Language Leader role	<p>Research evidence demonstrates that a focus on both oral language interventions as well as reading comprehensions has significant impact on accelerating learning (an increase of 6 months over the course of a year).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>An oracy and language leader role to work as part of the literacy team and to support all with release time for completing training and supporting staff in implementing oral and language interventions.</p>	1,2

Development of Quality First Teaching	<p>So that all pupils experience a consistent high standard of teaching strategies are in place. Teaching and learning briefings, Twilights, inset CPDs</p> <p>Developing metacognitive and self-regulation skills in all pupils</p> <p>ECT programme with a specific focus on supporting disadvantaged students</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1,2.
Fresh Start	<p>Direct teaching underpins Fresh Start. Every day, pupils learn new letter-sounds and review previous sounds and words. They apply what they have been taught by reading words containing the sounds they know in lively, age-appropriate stories and non-fiction texts that are closely matched to their increasing phonic knowledge. By the end of the programme, they will be able to read these accurately and fluently. Assessments at the start and end of the program take place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
Mastery Learning	<p>With a particular focus in maths across the school where a range of approaches are used so that the pupils are supported to achieve the mastery approach with;</p> <ul style="list-style-type: none"> • Same day interventions • Daily precision teaching for multiplication fact recall. <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Read Write Inc. program to support interventions and quality first teaching of the lowest 20%</p> <p>Phonics is the foundation and building blocks to achieving success in reading, the key necessary to unlocking the curriculum for our learners. The benefits of this are supported by extensive evidence. Therefore, we place great emphasis on ensuring that our learners achieve a high level of proficiency in their knowledge and application of this knowledge during their time at school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>		
<i>Subscription to the virtual classroom for Read Write Inc. and Oxford Owl to provide e-</i>	The virtual purchases allow us to target the lowest 20% with extra tuition and support. This continues into support at home through e-books and virtual lessons.	1, 2, 3 RWI

<i>book resources</i>		
Investment in 1 extra day a year provided by the RWI development worker	This support ensures we have correct groupings and are doing 'whatever it takes' with the lowest groups to accelerate learning.	1, 2
Release of the reading leader	Release time is used to coach, provide practise sessions and assess those children at risk of falling behind, and to close the gap as efficiently as possible.	1, 2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To assist with the employment of support staff to underpin and reinforce learning.	<p>Looking at the tiered model approach, targeted academic support can be provided alongside high-quality teaching in order to help pupils make good progress.</p> <p>Provision of additional staff members will allow for small group and 1-to-1 interventions to take places more frequently, leading to greater impact.</p> <ul style="list-style-type: none"> • 1 to 1 phonics • Well Comm • Wellbeing interventions • Speech and Language • Music Interaction • Handwriting Program • Language and Communication Program <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Research shows that smaller groups work better, so we limit these sessions to 1 to 1 or groups up to three children. The reasoning behind this is so that more frequent feedback is given, engagement from children is likely to be sustained and that the tuition can be closely matched to the learners' needs.</p>	1, 2, 3

Learning mentor	<p>A number of our children need support with emotional needs and behaviours, with this being the biggest barrier to their access to and progression within their learning. A learning mentor, we will be meeting such needs on individual basis.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted support typically involves working with individuals or small groups of pupils who are thought might benefit from developing their social and emotional skills or who have been identified with particular needs. This will be address with the learning mentor working with these pupils.</p>	3.
Identified children to receive 1:1 catch up provision from NTP	<p>Children have been identified to participate in the NTP provision and progress is tracked.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Research shows that smaller groups work better, so we limit these groups to three/four children. The reasoning behind this is so that more frequent feedback is given, engagement from children is likely to be sustained and that the tuition can be closely matched to the learners' needs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1
Shine intervention for targeted reading comprehension support (linked rising stars)	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2
Reading 1 to 1 Support	<p>Reading volunteers at ks2 – school readers with a focus on Year 4,5 and 6. Once a week per year group</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1,2
Funding for implementing and training of Well Comm	<p>The Well Comm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospital NHS Trust with the aim of providing easy to use support for everyone involved with children.</p>	1

	<p>Support staff to assess and implement the program to the children needing additional support.</p> <p>Assessments at the start and the end of the program take place.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
Book Fair	All Pupil Premium students are given a voucher to choose one book from the Book Fair.	2, 3 Cost of books
Year 4 Multiplication Assessment	<p>The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.</p> <p>All pupils to have access to TTRock Stars both to be used at home and in class, children who are disadvantaged/pp to be targeted to attend the TT Rock Stars lunchtime club to help with accessing the program and practicing their times tables.</p> <p>Multiplication Assessment Lead to monitor progress throughout the year and support with learning and lunchtime club</p>	

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to fund resources and provide regular CPD for staff linked to supporting social and emotional development.	<p>By equipping staff to work in a targeted way with children and young people who have struggled with difficult life events, we aim to allow pupils to start positively and continue to flourish.</p> <p>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.</p> <p>Whilst the security of the evidence strength for social and emotional learning is low, the observed impact is four months of additional progress over the course of the year. As evidence suggests particular effectiveness when approaches focus on improving social interaction between pupils, and for shorter, more frequent sessions, we choose to focus on these areas and monitor carefully.</p>	1, 3, 4.

	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
Behaviour and Wellbeing Lead	<p>Time to support and implement the whole school behaviour strategy. The research shows that with a consistent approach alongside a focus on developing relationships will have a positive impact on managing behaviour. With this in mind the lead will raise the profile of the behaviour strategy through training, monitoring and working with staff to support all children with a specific focus on disadvantage children.</p> <p>Working closely with parents to meet all needs of disadvantage children.</p> <p>Working closely with Inclusion team to address needs of disadvantage children.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
Continue to fund musical instrument tuition, providing wider opportunities to participate in the arts.	<p>Y5 children will continue to access weekly musical instrument lessons as a class. As well as this we encourage tutors to deliver individual and small group lessons throughout school.</p> <p>After school music band where financial support to enable participation.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4
Subsidise a number of educational visits and theme days to enrich the curriculum. Increased provision of extra-curricular opportunities across school.	<p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. Therefore providing children with opportunities to use such skills outside of the classroom and develop cultural capital is a vital part of our plan, and the provision of educational visits, theme days and other wider opportunities is key to this.</p> <p>Educational visits to be subsidised by 50% allowing all to attend and access these opportunities regularly.</p>	1, 4.
Provision of Forest School practitioner.	<p>There is a wider evidence base indicating that outdoor adventure learning can have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning can play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>The trained Forest school practitioner will support all early years and Key stage 1 with outdoor learning in the forest school along with targeted children in KS2.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	4

Access to after school clubs	The opportunity to access clubs after school will enhance our pupil's school day and create wider opportunities to enhance their wellbeing and skills. Funding one club per half term will give opportunities for all to access this provision. Arts participation EEF (educationendowmentfoundation.org.uk) .	4
Provision of a play therapist	Trainee therapeutic play practitioner is employed. Play therapist will be released to work one afternoon a week to work with 4 targeted children over 12 weeks. Then assess and repeat the process with next identified children. Play-based learning EEF (educationendowmentfoundation.org.uk) On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area.	3,4
<i>Attendance</i>	To monitor attendance of disadvantage pupils and support families in improving attendance when needed working closely with the learning mentor. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1,2,3,4
<i>Communicating and Supporting Parents</i>	To continue to monitor and develop parental engagement through continuing to raise profile of the benefits of pupil premium, supporting families in applying for pupil premium and accessing the support provided by school. To support parents engagement at home with learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

ATTAINMENT/PROGRESS

Our internal assessments during 2022/23 suggested that the attainment of disadvantaged pupils was higher than in the previous academic years in reading, writing and maths: most disadvantaged children have made expected or above expected progress.

57% of pp pupils are at expected in reading compared to 76% of all pupils at the end of summer 2023.
45% of pp pupils are at expected in writing compared to 67% of all pupils at the end of the summer 2023.
55% of pp pupils are at expected in maths compared to 79% of all pupils at the end of the summer 2023.

EYFS 2022 – 2023

Reading 2022 – 2023

4 made above expected progress

4 made expected progress

Maths 2022 – 2023 Progress

1 made below expected progress

7 made expected progress

Writing 2022 – 2023

1 made below expected progress

7 made expected progress

Phonics 2022-2023 Progress

75% of PP and disadvantaged children passed phonics assessment in Year 1.

3 SEND children did not pass who have specific learning needs and is accessing interventions to meet need.

Pupil premium pupils 2022-2023 (46 pupils in Year 2-5)

Reading 2022 -2023 Progress

7 made above expected progress

6 made below expected progress

The remaining 33 children made expected progress.

Maths 2022-2023 Progress

9 made above expected progress

3 made below expected progress

The remaining 34 children made expected progress

Writing 2022-2023 Progress

4 made above expected progress

5 made below expected progress

The remaining 37 children made expected progress.

Year 6 2022 – 2023 Progress (14 pupils in Year 6)

Reading 2022 – 2023

6 made above expected progress

1 made below expected progress

The remaining 7 made expected progress.

Maths 2022 – 2023

3 made above expected progress

The remaining 11 made expected progress

Writing 2022 – 2023

1 made above expected progress

2 made below expected progress

The remaining 10 made expected progress

PERSONAL DEVELOPMENT

During this academic year the profile of pupil premium support has increased with the Pupil Premium Lead working with families to offer support needed. This has led to an increase in numbers – at the beginning of the academic year we had 76 pupils identified as Pupil Premium which increased to 85 pupils identified as Pupil Premium.

Behaviour data for our Pupil Premium is closely monitored and incidents are addressed and children supported. We have met specific needs through wellbeing programs, working closely with the learning mentor and increasing the amount of adult support for individual children who find it hard to regulate their behaviour. This has led to a significant decrease in the amount of incidents.

The behaviour analysis report shows that during the summer term 9 pupil premium children were identified with behaviour incidents which were linked to self-regulation and social and emotional issues.

There is a slight increase in frequency of misbehaviours, and from analysis this relates to a lower threshold for managing emotions leading to dysregulation when looking at our pupil premium children as a whole.

Children have access to emotional and wellbeing support with strategies in place to support these children. A designated space has been developed at the infant site along with a designated space at the juniors for children to work on the wellbeing program and it is also used when children are dysregulated.

The school adopts a supportive caring approach for children with SEMH needs. This can take the guise of individual or small group interventions, based on identified needs. The school are present have TA's and Teachers trained in a whole school strategy and approach to supporting all emotional needs. We take a whole school approach to identifying gaps in SEMH development. Every child is assessed each term using the class assessment to ensure no child is missed. Flagged children are then individually assessed to create an action plan for them to work on in their needs 3 x weekly sessions. This is monitored and the children are assessed each half term to measure impact and meet need.

The employment of a learning mentor focuses on supporting the children who struggle to managing emotions and work closely with practitioners to make sure needs are being met.

The school has an inclusion team in place which meet fortnightly – this includes the PP Lead, SEND Lead, Learning Mentor, Behaviour Lead and Safe Guarding Lead. This team reviews inclusion referrals and address the needs of disadvantage children within the school.

Disadvantage children have had access to after school clubs this academic year. Each half term they have had access to one club for free – this has allowed engagement for all in attending clubs and developing skills and interests beyond the school day. This will continue in 2023-2024 with a higher profile to increase the engagement of disadvantage children.

Programme	Provider
Read Write Inc.	DfE validated systematic synthetic phonics (SSP) programme
Well Comm	The complete speech and language toolkit, from screening to intervention.
Language Link	Infant Language Link provides planned and resourced interventions for a graduated approach. Recommended high quality teaching strategies and classroom resources allow the teacher to support SLCN universally. Our planned and fully resourced language groups allow support staff to provide targeted interventions and for children who need a little bit extra our supplementary teaching plans offer intensive focussed individual support.
TT Rock Stars	In either paper form or online, Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.

Service Pupil Premium Funding (optional)

How our service pupil premium allocation was spent last academic year
Service children were supported in accessing after school clubs, support on trips and working with a learning mentor to develop social and emotional support.
The impact of that spending on service pupil premium eligible pupils
Children were engaged in the wider school community including trips and after school clubs.

Further Information (optional)