

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	510
Proportion (%) of pupil premium eligible pupils	15.49% (79 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2024 December 2025 December 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Susie Arnold
Pupil premium lead	Rebecca Swift
Governor / Trustee lead	Revd David Hopkin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/2025	£93,410 EYPP £775
Recovery premium funding allocation this academic year 2024/2025	
School Led Catch Up/National Tutoring Programme	£1,547 national tutoring grant (school led funding) £2,211 recovery premium
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£97,943</b>

## Part A: Pupil premium strategy plan

School led catch up tutoring funding for financial years as follows:

### 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 and school ministries in areas such as behaviour and wellbeing, worship, curriculum and health and safety.

- 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.
- 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, attendance 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 75% of pupil premium children at the end of KS1 and 75% 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% (93.1%)
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	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). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2

	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 and a whole school approach is follow identify key skills of progression.	
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 <b>metacognitive and self-regulation skills</b> in all pupils</p> <p>ECT programme with a specific focus on supporting disadvantaged students</p> <p><a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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"> <li>• Same day interventions</li> <li>• Daily precision teaching for multiplication fact recall.</li> </ul> <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><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p><b>Read Write Inc. program to support interventions and quality first teaching of the lowest 20%</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>		

<i>Subscription to the virtual classroom for Read Write Inc. and Oxford Owl to provide e-book resources</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
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"> <li>• 1 to 1 phonics</li> <li>• Well Comm</li> <li>• Wellbeing interventions</li> <li>• Speech and Language</li> <li>• Music Interaction</li> <li>• Handwriting Program</li> <li>• Language and Communication Program</li> <li>• Precision teach interventions</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 3

	<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>	
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><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1.
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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></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> <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1
Book Fair	<p>All Pupil Premium students are given a voucher to choose one book from the Book Fair.</p>	2, 3 Cost of books

<p>Year 4 Multiplication Assessment</p>	<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 disadvantage/pp to be targeted to attend the TTRock 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>	<p>1</p>
<p>Incredible Me Intervention for Wellbeing</p>	<p>Incredible Me! is an approach that supports and meets the needs of every child. It begins with an assessment system that targets the needs of pupils, as individuals, who need it most. The approaches then works for group and whole class support.</p> <p>As we offer this support to our pupils, we will find that they become more emotionally resilient and this will support them in becoming better learners.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to fund resources and provide regular CPD for staff linked to supporting social and emotional development.</p>	<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>	<p>1, 3, 4.</p>



	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></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 children with specific needs to access outdoor learning</p> <p><a href="https://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></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. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> .	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. <a href="#">Play-based learning   EEF (educationendowmentfoundation.org.uk)</a> 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. <a href="#">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### ATTAINMENT/PROGRESS

##### Reading

Autumn Reading PP	Autumn Reading non-PP	Spring Reading	Spring Reading non-PP	Summer Reading	Summer Reading non-PP
40/80 – 50% on track	78% on track	43/79 – 54% on track	80% on track	53% on track	80%
28% difference		26% difference		27% difference	

##### Writing

Autumn Writing PP	Autumn Writing non-PP	Spring Writing	Spring Writing non-PP	Summer Writing	Summer Writing non-PP
34/80 42% on track	67% on track	37/79 47% on track	75% on track	47%	71% on track
25% difference		27% difference		24% difference	

##### Maths

Autumn Maths PP	Autumn Maths non-PP	Spring Maths	Spring Maths non-PP	Summer Maths	Summer Maths non-PP
52% on track	79% on track	47% on track	80% on track	45% on track	80%
27% difference		33% difference		35% difference	

#### Performance Gap:

There's a performance gap between PP (Pupil Premium) and non-PP students across all terms. This is addressed by closely monitoring each class and the individual pupils including tracking attendance, behaviour, SEMH support, attainment and interventions. Support, training and resources are provided to address the children's needs. The Inclusion team work together to address the vulnerable children and give access to the right support.

#### Targeted Intervention for PP Students:

The gap for PP pupils is to be addressed by offering high quality first teaching, implementation of effective interventions and working with families to engage in attendance and accessing the wider curriculum. This includes

**Early Intervention:** To continue to Implement strategies to support PP students early in the academic year to prevent the widening gap using the most effective daily interventions bespoke to the individual.

**Regular Monitoring:** To continue to monitor assessments to catch and address declines in PP performance with effective interventions and support for the staff on how to implement these interventions effectively

**Holistic Support:** To continue to track and support pupils - address non-academic factors such as emotional and wellbeing check in's/needs, accessing wider curriculum and monitoring attendance, working closely with families.

#### Best Practice Sharing:

Identify successful practices from high-performing periods and share these during professional development meetings

## **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 – working closely with the attendance lead PA for PP has decreased from 33% to 19%.

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.

Children have access to emotional and wellbeing support with strategies in place to support these children. A designated space at both the infant site and the juniors for children to work on the wellbeing program and it is also used when children are dysregulated. Close links with Compass Be allows children to be supported by highly trained professionals.

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. This is monitored and the children are assessed each half term to measure impact and meet need.

The 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. Engagement at the start of academic year 2023-2024 was 24% and is at present 64%.

<b>Programme</b>	<b>Provider</b>
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)**

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

### **Further Information (optional)**