

Pupil Premium Strategy statement

2024

'Grow in the Grace and Knowledge of our Lord Jesus Christ'

2 Peter 3 v18

We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.

We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.

Where excitement is evident and enrichment opportunities shape our grace and knowledge.

Jesus motivates, inspires and teaches us about living life in all its fullness.

This statement details our school's use of pupil premium 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	Coppull St John's
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Termly review with the SIP
Statement authorised by	
Pupil premium lead	Samantha Abram
Governor	Sally Gregson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13690
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	£13690

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

.Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that through quality first teaching meets the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free-school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify all vulnerable groups in classes with a specific focus on individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is of high quality
- 1-1 support made available in core curriculum areas
- Additional teaching and learning opportunities provided
- Additional phonics training for staff and continued implementation of the successful systematic synthetic phonics programme
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support through staff deployment across the week and in response to need highlighted during pupil progress meetings.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Mental health sessions made available through small group or individual nurture sessions timetabled each week and led by staff with required skills and knowledge inc. Lego therapy and Time to talk
- Opportunities through experiences with visits and visitors to enrich curriculum

Challenges

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

Challenge number	Detail of challenge
1	Child engagement in Reading at home and in school
2	Narrowing the attainment gap across Reading, Writing, Maths
3	For children to develop phonic and spelling knowledge towards age related expectations
4	Opportunity and provision to engage in wider extra-curricular activities

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 KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is above 96%
engagement and attendance	monitor attendance and engagement with extra-curricular / afterschool activities

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Spelling shed to target spelling progress. Weekly focus for KS 2	<i>EEF</i> <i>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in maths and science (+6months)</i>	2, 3
Staff access NCETM mastery in number training Resources purchased to support teaching	<i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i>	2
TA employed as HLTA for additional hours to support whole class teaching and small group intervention in reading and maths in upper KS 2	<i>EEF</i> <i>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</i>	2.3
Specialist teachers recruited to support teaching and learning		1,2,3

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

Budgeted cost: £5100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified as a teacher working as TA targeted teaching in reading, writing and maths both 1:1 and small groups in upper key stage 2</p> <p>TA paid at HLTA rate for additional 1/2 day; targeted gap teaching in reading, writing to small groups and 1:1</p>	<p><i>EEF</i> <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p>Following the lockdowns during 2020-2021 and formative pupil progress meetings since this time evidence indicates that:-</p> <ul style="list-style-type: none"> • the Year 3 and 6 cohort need support to address gaps in reading, writing maths. • the year 5 cohort has significant gaps in reading and writing, with children lacking the stamina and fluidity to read or write at length • within Year 6 there are some gaps in knowledge that could be effectively addressed through intensive tuition <p><i>EEF</i> <i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i> <i>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</i></p>	<p>2,3</p>

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>small group 20-minute daily phonics teaching using Supersonic Phonics Friends resource with teachers and TA2b</p>	<ul style="list-style-type: none"> with SEND/ disadvantaged children accessing 1:1 provision to narrow the gaps in social and emotional development <div style="border: 1px solid black; padding: 5px;"> <p><i>EEF 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><i>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</i></p> <p><i>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</i></p> <p><i>Good implementation of phonics programmes will also consider pupils wider reading skills and will identify where pupils are struggling with aspects of reading other than decoding that might be targeted through other approaches such as the explicit teaching of reading comprehension strategies.</i></p> <p><i>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure.</i></p> </div>	
<p>1:1 and small group reading and comprehension activities for identified children across school up to 2 x week</p>	<p><i>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</i></p>	

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

Budgeted cost: £5586

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invite families to workshops to support their child's learning in reading and in maths.</p> <p>developing parent partnership with planned and sustained programme of learning projects providing suitable resources</p>	<p>EEF</p> <p><i>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</i></p> <ul style="list-style-type: none"> <i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i> <i>general approaches which encourage parents to support their children with, for example reading or homework;</i> <i>the involvement of parents in their children's learning activities; and</i> <i>more intensive programmes for families in crisis.</i> 	<p>1, 4</p>
<p>CSSP coach delivering extra curricula after school and lunch time sports club</p> <p>Extra-curricular clubs organised from outside agencies</p>	<p>EEF <i>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</i></p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</i></p> <p><i>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance</i></p>	


Staffing to support regular visits to the local library linked to key events throughout the year.		
TA to lead lego therapy session 30 mins 1 x week	<p><i>EEF</i></p> <p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</i></p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p> <p><i>Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored</i></p>	
theatre trip for Christmas performances	<p><i>EEF</i></p> <p><i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p>	1,2, 4
Rock Kidz – whole school		
Year 3 and 4 visit to Anderton Outdoor Education centre		

Visit from Highpoints Outdoor learning day focussed on History theme	<i>EEF</i> <i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i>	
year 6 outdoor education residential to	<i>EEF</i> <i>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</i>	
Sign language teacher delivers sign lesson to all children 1 x week in class groups		
Total budgeted cost: £13,690		

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 2023-2024 academic year.

Pupil	Year Joined School	Barriers	How Pupil Premium has Been Used	Attendance	Attainment			Progress		
					English R	English W	Maths	English R	English W	Maths
Y2	2021	General poverty in home but parents engaging with all support	Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning	93.7%	Dev 2	Dev 2	Dev 2	+1	+1	+1
Y2	2023	General poverty in home but parents engaging with all support new baby in family attendance concerns	Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning	91.8% 	Ent 1	Ent1	Sec 1	+1	0	+1
Y3	2020 PPG from Feb 23	General poverty in home but parents engaging with all support Attendance concerns	Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning	87%	Sec 3-	Dev 3	Sec 3	+2	+2	+1
Y3	2020	General poverty in home but parents engaging with all support	Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning	96.1% 	Sec 3	Sec 3	Sec 3	+1	+2	+1
Y3	2022	Special Guardianship Order SGO	Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning	96.1%	Sec 3	Dev 3	Dev 3	+2	+1	+1

Y3	2023 LEFT JULY 2023	General poverty in home but parents engaging with all support CIN	Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning outside agency targeted support access to ELSA	77.6%	Sec 3	Sec 2	Sec3	+1	0	+1
Y4	Started Jan 2024	General poverty in home but parents engaging with all support Concerns around SEMH	Financial support before & after school clubs, trips / visits and visitors. purchase of resources to support learning	93.5	GDS	Sec 4	Sec 4			
Y5	2019	LAC	Financial support after school clubs nurture access to ELSA	95.7%	Dev 5	Sec 5	Sec 5	+1	+1	+1
Y6	2019	LAC	1:2 writing support Financial support after school clubs	97.4%	NS	AS	AS	+1	+1	+1
Y6	2017 PPG from Feb 23	General poverty in home but parents engaging with all support Attendance concerns	Daily 1:1 support additional teaching in maths, reading and spelling 1:1	84.2%	NS	NS	NS	+1	+1	+1

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.