

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Read St. John's CE Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Updated September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Fran Agar
Pupil premium lead	Joanne Shaw
Governor / Trustee lead	Lynn Royle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,240
Recovery premium funding allocation this academic year	£3,770

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	£37,010

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 provide additional educational support to improve the progress and raise the standard of achievement for these pupils, including progress for those who are already high attainers.

The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.

Our strategy is also integral to wider school plans for education recovery, notably in it's targeted support through the School Led Tutoring Programme.

As far as possible, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

We will:

Ensure the additional funding reaches the pupils who need it the most and that it makes a significant impact on their education and their lives.

Ensure disadvantaged pupils are challenged in the work they're set

Act early to intervene as the need is identified

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge

1	Social, emotional and behavioural skills
2	Attainment in reading, writing and mathematics
3	The pupil's explorations are confined to secondary sources like television, DVD, and computers. Intermittent or inconsistent support or structure in family life
4	The pupils have limited support in the completion of homework, reading or engagement in extracurricular activities.
5	Attendance
6	Parental engagement

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 ensure the majority of pupils are punctual, calm, nourished and ready to	<ul style="list-style-type: none"> Pupils will be motivated and equipped to: be effective and successful learners; make and sustain friendships;
learn; and engage better in their learning due to the reduction in social and emotional barriers to learning.	<ul style="list-style-type: none"> deal with and resolve conflict effectively and fairly

<p>To ensure key pupils develop age appropriate social, emotional and behavioural skills</p>	<ul style="list-style-type: none"> • solve problems with others or by themselves. • manage strong feelings such as frustration, anger and anxiety. • be able to promote calm and optimistic states that promote the achievement of goals. • recover from setbacks and persist in the face of difficulties. • work and play cooperatively. • compete fairly and win and lose with dignity and respect for competitors. • recognise and stand up for their rights and the rights of others. • understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.
<p>To facilitate high quality first-hand learning experiences which enable pupils to use new information to develop, consolidate and deepen their knowledge, understanding and skills.</p>	<ul style="list-style-type: none"> • Pupils love the challenge of learning. They are curious, interested, and active learners who seek out and use new information and experiences to develop, consolidate and deepen their knowledge, understanding and skills. Pupils continue to learn best from experience, doing, using their senses, exploring their environment
<p>Ensure that all PPG children have access to all areas of the curriculum, including the many enrichment activities.</p>	<ul style="list-style-type: none"> • All pupils can engage in extra curriculum activities and enrichment activities to develop and consolidate learning and provide them with experiences they would otherwise miss out

	on.
To engage parents in school life and enable them to support their children with home learning.	<ul style="list-style-type: none"> Parents are confident to ask staff if they require help and support, parental engagement at events is increased. Parents attend workshops, and tea and talk sessions with staff in school.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff (teachers and TAs from Y2,Y3 and Y4) have received the training to deliver the Little Wandle scheme including the 1:1 intervention, rapid catch up and SEN.</p> <p>TA training hours</p> <p>Extra support hours</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom</p> <p>teaching, is likely to be a key component of an effective Pupil Premium strategy. Targeted phonics support has a strong evidence base</p>	2,4

	that indicates a positive impact on reading and writing.	
<p>Ensure all classes have TA support during the morning for the teaching of maths and English.</p> <p>Additional and full time support staff in Y3 and Y6 to support the most vulnerable of our pupils with small group and 1-1 support.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	2
<p>Ensure all PPG children read regularly, have access to high quality reading materials and have a key adult to monitor their reading progress.</p> <p>Extra support hours</p> <p>Reading Material</p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension</p> <p>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.</p> <p>New books for the library to encourage a love of reading. 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</p>	2,6

	for reading and understanding challenging texts	
Enhancements of our maths teaching and curriculum and planning (investment in White Rose maths and staff training) Purchasing of new maths equipment/resources to support the new scheme.	Evidence show that maths mastery makes sure children have all the necessary foundational knowledge to grasp more advanced concepts. The increased use of physical objectives that children can pick up and manipulate help children to understand the relationship between numbers and the number system.	2

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

Budgeted cost: £16,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure where possible learning is enriched by visits, visitors or first-hand learning, including artefacts, practical work or outdoor learning. Year 6 teacher forest school	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from visits and trips outside of school due to the associated financial costs (e.g. equipment). By providing enrichment activities at a subsidised cost, we give pupils access to benefits and opportunities that might not otherwise be available to them.	3

trained.	Providing forest school sessions for all our pupils provide multi-sensory experiences and help can to improve motivation and concentration. It allows children to be successful when they are not always as successful in the classroom.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA worker to support children who are having difficulty accessing learning through behavioural issues, using the ELSA materials to support their management of their own behaviour.	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. ELSA interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family and community. These include specialised programmes, which are targeted at students with particular social or emotional needs.	1,5
To attend Tor View Inclusion Hub for strategies to support behaviour. Enabling children to manage strong feelings such as frustration, anger and anxiety.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions = + 4 Months	1

Provide a wide range of extra-curricular activities, through provision from Tag Sport and staff in school.	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, we give pupils access to benefits and opportunities that might not otherwise be available to them	4
Facilitate parents coming into school to engage in workshops and spend time with their children in class. So parents can see how everyday is valuable and good attendance is important.	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes</p> <p>which aim to develop parental skills such as literacy or IT skills;</p> <p>general approaches which encourage parents to support their children with, for example reading or homework;</p> <p>the involvement of parents in their children's learning activities.</p>	4,5,6

Budgeted cost: £15,210

Total budgeted cost: £37,010

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.

Internal data for our PP children show that in reading 15% were below average, 11% just below, 56% on track and 19% above. In writing 15% were below, 7% just below, 67% on track and 7%. Maths were 11% below, 19% just below, 52% on track and 19% above.

Little Wandle Phonics had a very good impact on the reading and writing of our Reception cohort. The children received daily keep up sessions and both group and 1-1 catch up sessions.

EYFS – 89% achieved the ELG in reading and writing.

In Year 1 measured progress was significant from the start of the year to the end.

81% passed the phonics screening check in Y1

96% passed the phonics check in Y2

Overall attendance for our PP children is 94.84%, this is higher than in previous years.

Our ELSA support worker worked closely with the children and their families promoting an increase in self esteem, general well being and relationships with staff, pupils their families.

Targeted support was provided for individual and groups of children by both teachers and teaching assistants when needed.

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
None	