

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	Read St. John's CE Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	27 children – 14%
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 2023
Date on which it will be reviewed	September 2024
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	£44,345
Recovery premium funding allocation this academic year	£4,655

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	49,000

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 across all subject areas as well as socially and emotionally. 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, and equal opportunities for all.

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

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 and supported to reach their full potential in all areas of life

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 all subject areas (with focus in maths, reading and

	writing)
3	Less first hand experiences and understanding of the world around them
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, and ready to learn; and engage better in their learning	<input type="checkbox"/> Pupils will be motivated and equipped to: be effective and successful learners; make and sustain friendships;
	<input type="checkbox"/> 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"> <input type="checkbox"/> solve problems with others or by themselves. <input type="checkbox"/> manage strong feelings such as frustration, anger and anxiety. <input type="checkbox"/> be able to promote calm and optimistic states that promote the achievement of goals. <input type="checkbox"/> recover from setbacks and persist in the face of difficulties. <input type="checkbox"/> work and play cooperatively. <input type="checkbox"/> compete fairly and win and lose with dignity and respect for competitors. <input type="checkbox"/> recognise and stand up for their rights and the rights of others. <input type="checkbox"/> 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"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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.
<p>To engage parents in school life and enable them to support their children with home learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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) 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>£750</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 teaching, is likely to be a key component of an effective Pupil Premium strategy. Targeted phonics support has a strong evidence base that indicates a positive impact on reading and writing.</p>	<p>2,4</p>
<p>Ensure all classes have TA support during the morning for the teaching of maths and English. 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>£12,650</p> <p>IDL interventions</p> <p>£500</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.</p>	<p>2</p>

<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>£20,000</p> <p>Reading Material</p> <p>£550</p>	<p>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 (taking guidance from the new Reading framework 2023)</p> <p>New books for the library to encourage a love of reading, children may be 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</p> <p>New reading scheme books</p>	<p>2,6</p>
<p>Enhancements of our maths teaching and curriculum and planning (investment in White Rose maths and staff training)</p> <p>£300</p> <p>Purchasing of new maths equipment/resources to support the scheme and to support deeper learning in mathematics for lower attaining children.</p> <p>£500</p>	<p>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.</p>	<p>2</p>

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

interventions)

Budgeted cost: £35,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure where possible learning is enriched by visits, visitors or first-hand learning, including artefacts, practical work or outdoor learning.</p> <p>£1,000</p> <p>Year 6 teacher forest school trained to deliver weekly sessions to all classes</p> <p>Supply cost cover and resources</p> <p>£4,900</p>	<p>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.</p> <p>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.</p>	<p>3</p>

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

Budgeted cost: £5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA worker to support children who are having difficulty accessing learning through behavioural</p>	<p>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</p>	<p>1,5</p>

<p>issues, using the ELSA materials to support their management of their own behaviour.</p> <p>£7,750</p>	<p>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.</p>	
<p>Provide a wide range of extra-curricular activities, through provision from Tag Sport and staff in school.</p> <p>(sports premium)</p>	<p>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</p>	4
<p>Lunch time clubs</p> <p>(sports premium)</p>	<p>To introduce children to new activities such as street dance and cheerleading.</p>	
<p>Parent workshops, eg phonics and maths</p> <p>£100</p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes</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: £7,850

Total budgeted cost: 49,000

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: 55% expected and 13% greater depth
writing: 59% expected and 9% greater depth
maths: 41% expected and 18% greater depth

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 – 82% achieved the ELG in reading, writing and maths

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

84% 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.

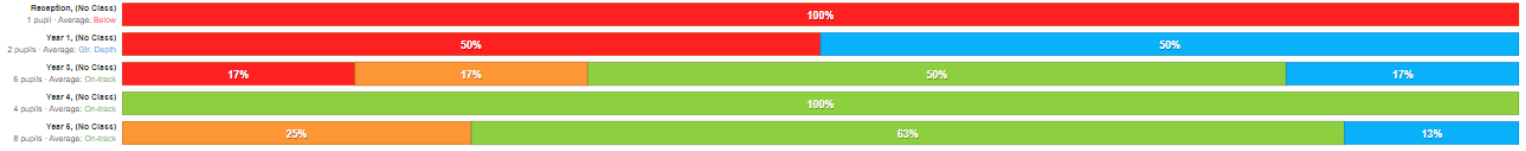
Externally provided programmes

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	

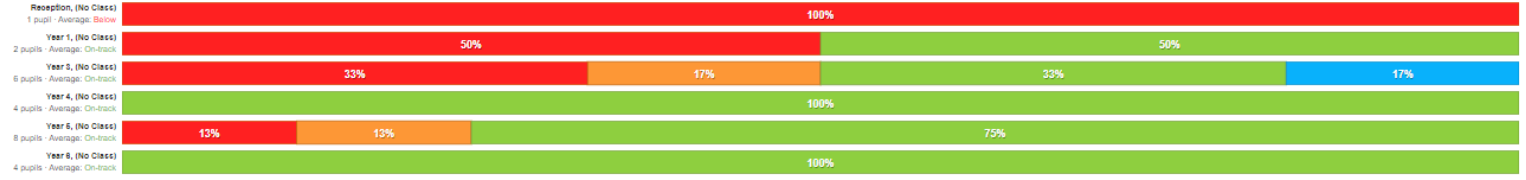
Reading

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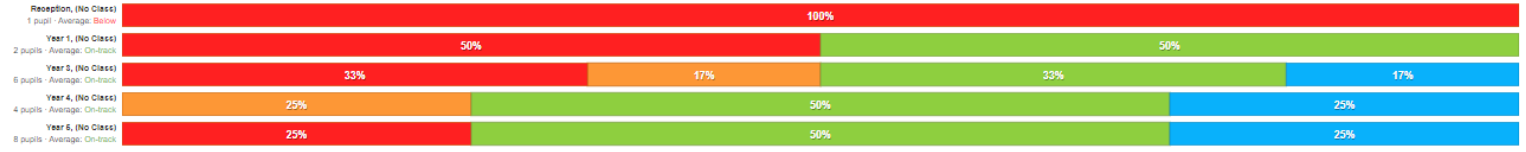
Writing

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Maths

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