

Pupil premium strategy statement-St John's CE Primary School, Blackpool

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St John's CE Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was first published	December 2024
Date on which it was reviewed	December 2027
Statement authorised by	Nadine Galloway (Headteacher)
Pupil Premium Lead	Adele Johnston
Pupil Premium Governor	Hayley Aris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,840
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	£1,223,218

Part A: Pupil premium strategy plan

Statement of intent

St John's is a Church of England Primary School with its ethos and teaching founded on Christian values and the belief that individuals are created by God and precious in His sight and that **"Everyone Matters in God's World"** and we all follow THE GOLDEN RULE "Do to others what you would have them do to you" (Matthew 7:12)

Our central concern is the education of the whole child. This stems from the Christian belief that all people are made in God's image so all are equally worthy of care and all have a valuable contribution to make to the school and wider community.

Our school is committed to ensuring that every child reaches their full potential through an exciting and innovative curriculum and high-quality teaching and learning. We aim to provide the perfect conditions for learning as we believe that how children learn is as important as what they learn. We use highly developed assessment procedures which takes into account every individual child along with an enriched curriculum which includes outdoor learning experiences and the development of emotional competencies.

Our specialised curriculum develops a child's curiosity and knowledge of the local community, the world and the natural environment through the National Curriculum. We aim to foster this curiosity through our vision of being a school community where enquiry skills are well developed and we believe in forging strong partnerships.

Our vision statement is simply

"Everyone Matters in God's World" and we all follow THE GOLDEN RULE "Do to others what you would have them do to you" (Matthew 7:12)

'Wanting the best for each member of the school – within a Christian environment, working in partnership with each other, with home, church and the community – led by the hand of God'.

ST JOHN'S SCHOOL VALUES:

Love; Friendship; Kindness; Honesty; Forgiveness

Our key principles of our strategy are:

*Every child to have left school having mastered the key learning skills in all curriculum subjects and able to apply them in their own learning.

*Every child a self-confident resilient learner who understand what it means to be a good learner and applies these principles to all learning opportunities in school.

*Every child to have access to a relevant, broad, balanced, exciting and irresistible curriculum.

*Every child to have access to learning opportunities outside of the school day.

*Every one to have a voice and be valued as unique.

*Every child to have a successful transition to high school.

*Every child to be a confident communicator.

*Every child to celebrate difference, ask questions and work together to find solutions.

*Everyone to put learning and children at the heart of every decision.

*Every child to have developed their spirituality and relationship with God.

We consider the challenges faced by vulnerable children on their individual circumstances. We personalise our approach to ensure we support the children's individual needs, regardless of whether or not they are disadvantaged.

Quality first 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 (49% of pupils)

As a school we act early to intervene at the point where a need is identified. We deliver targeted support and high-quality interventions with an evidence-based record of success.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges faced. Currently, as a school 51% of our pupils are eligible for Pupil Premium Funding. Common barriers to learning for disadvantaged children can be: poor attendance and punctuality issues, less parental or family support at home, less developed speech and language skills, lack of self-confidence, more frequent low-level behaviour difficulties and less opportunities to develop cultural capital. Due to the school being situated in a highly deprived town centre catchment area there may also be complex family situations that prevent children from achieving, and these can vary throughout their school life. However, not all of our pupils who are in receipt of pupil premium funding will experience these issues, nor will these issues be specific to disadvantaged pupils, they can be experienced by all pupils at some time in their academic life. Therefore, it is vital we thoroughly and consistently track all pupils and use the funding for the benefit of all pupils so they can achieve to their full potential.

At St John's, through our child-centred personalised approach, we aim to remove any barriers to ensure equity of access to all learning, enabling pupils to enjoy an 'irresistible' curriculum with a wide range of enrichment opportunities so that they achieve to their full potential. Our pupil premium strategy aims to ensure that pupils receive quality first teaching by well trained, supportive teachers and targeted academic and pastoral support that is supported by evidence and tailored to meet the

pupils' individual needs. Having considered a wide range of research (including research projects produced by the Education Endowment Fund), we have developed a range of evidence-based approach to support pupils to achieve. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

It is of great importance to us as a school that the pupils well-being needs, as well as their academic needs are being met to ensure progression in all areas of school life. We will facilitate this through our children and family support manager and our learning mentor. All of which provide essential support for our pupil premium and non-pupil premium children.

Through the use of the tiered approach, we also ensure that all children have access to a wide range of extra-curricular activities in order to build cultural capital, which then has a very positive impact on their everyday learning. We aim to use some of the pupil premium funding to enable the children to access activities which would not be possible without it.

Challenges

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

Challenge number	Detail of challenge
1	Currently 56% of our disadvantaged children are working with our Children and Family Support Manager and the Blackpool Resilience Coach. Many of our disadvantaged children are accessing a nurture/emotional literacy support groups or interventions due to having low self-esteem/pastoral needs.
2	Oracy/Speech and Language difficulties faced by an increasing number of pupils on entry.
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language and vocabulary gaps among many of our disadvantaged children (EYFS-KS2)
4	Pupil premium children's attainment and ability to access curriculum enrichment and to develop their cultural capital.

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
Improved attainment for disadvantaged pupils at the end of KS2 (in maths and writing)	<ul style="list-style-type: none"> -A higher proportion of disadvantaged pupils are working at age related expectations in English and Maths. -Each cohort of disadvantaged pupils make at least expected progress. -Successful implementation of Maths and English interventions throughout the school.
To achieve and sustain improved well-being for all pupils in our school (particularly our disadvantaged pupils)	<p>Demonstrated by:</p> <ul style="list-style-type: none"> -Pupil voice/questionnaires -Parent Surveys/questionnaires -Increased participation in enrichment activities, particularly disadvantaged pupils.
Improved resilience, learning behaviours and high levels of self-esteem.	<p>Children are aware of metacognition and use these strategies to support and extend their own learning.</p> <p>Disadvantaged pupils make both social and emotional progress evidenced through pupil voice, PASS, working with Blackpool resilience coach.</p>
Improved oracy, speech and language and close the vocabulary gap across the school.	Each cohort of disadvantaged children will make at least expected progress and meet age related expectations.
Increased/Improved cultural capital	Attendance of disadvantaged children at extra-curricular activities (including visits and residential) increases and this in turn impacts positively on well-being and attainment.

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: £25,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching for mastery through NECTM Maths Hub (Abacus). To embed key elements of guidance in school and to access Maths Hub resources and CPD for all staff.</p>	<p>There is a significant amount of evidence to support the maths mastery approach as being highly effective and having great impact.</p> <p>EEF Guidance Reports: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2/3</p>
<p>Purchasing of concrete maths resources in all classrooms.</p>	<p>EEF Guidance report (link above) states the importance of using manipulatives and representations to support children in engaging with mathematical concepts.</p>	<p>2/3</p>
<p>High Quality CPD for all staff (Teachers and Support Staff)</p>	<p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf The report identifies the importance of spending on improving teaching and including professional development to ensure an effective teacher is in every class and that every teacher is supported to keep improving.</p>	<p>2/3</p>
<p>Embedding a systematic synthetic phonics programme (EYFS/KS1) and relevant staff training.</p>	<p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Consistent phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p>	<p>2/3</p>
<p>Improve quality of early language through training and purchasing resources for the</p>	<p>Extensive evidence associates oral language early intervention impacts on children’s ability to communicate and socialise and impacts on reading into writing.</p> <p>EEF Guidance Report:</p>	<p>2</p>

WELLCOMM speech and language intervention to lay essential skills for communication, speaking and listening and phonics learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £97,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional maths interventions. CPD for teachers and support staff (SNAP maths)</i>	Targeted maths interventions have been shown to be more effective when delivered consistently over a period of up to 12 weeks.	1
<i>Additional phonics sessions' targeted at disadvantaged pupils who require further support in phonics. CPD for support staff in delivering the intervention.</i>	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks as indicated by the EEF.	2
<i>Additional spelling interventions (IDL, Fast Forward Spelling)</i>	EEF reflects significant gains in progress for pupils working 1:1 or in small groups. Established interventions with evidence-based success.	2/3
<i>Embedding speech and language activities and interventions in all classes. 1 TA3 full-time for Speech and Language.</i>	There is a very strong evidence base that suggests oral language interventions are inexpensive to implement with high impact. <u>EEF Guidance Report:</u>	2/3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
<p><i>Small group support targeting children's specific areas of need.</i></p> <p><i>Targeted TA support in all classes providing extra intervention where needed.</i></p>	<p>EEF reflects significant gains in progress for pupils working 1:1 or pupils working in small groups.</p> <p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3 and 4.
<p><i>Additional experienced teachers teaching a Maths/English group (Year 5 & Year 6-5x2 hour each morning)</i></p>	<p>EEF reflects significant gains in progress for pupils working in small groups.</p> <p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1

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

Budgeted cost: £45,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium across the school is well led by a member of SLT as the school's 'Pupil Premium Champion' (CPD+Release Time)</p>	<p>EEF Guidance report identifies that weak leadership and governance is an obstacle to schools and disadvantaged pupils being successful.</p> <p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/news/new-guide-for-schools-to-support-their-pupil-premium-strategy</p>	1
<p>Children and Family Support Manager</p>	<p>Many barriers to learning can be overcome through working with parents/carers and families.</p>	1

	At St John's, it is everyday practice to identify and discuss children's barriers with families in order to provide effective support.	
<p>Blackpool Resilience Coach/External Services</p> <p>To work directly with pupils to provide mentoring and support, to overcome particular obstacles and barriers to learning.</p> <p>To support pupils who may require emotional, social and behaviour support.</p>	<p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>The EEF report provides strong evidence that mentoring can have a positive impact on attainment, attitudes, attendance and behaviour.</p>	1
<p>Nurture groups set up for identified children (needing pastoral support) in each class.</p>	<p>Extensive evidence associates social and emotional skills with improved outcomes at home and school, including improved academic performance, attitudes, behaviour and relationships with peers.</p>	1
<p>Increased curriculum focus on mental health and well-being (whole school)</p>	<p>To support our pupils' family situations, it is essential for us as a school to monitor and support children's mental health and well-being.</p>	1
<p>Encouraging all children to attend extra-curricular activities, events and after school clubs so that all children develop their cultural capital.</p> <p>To subsidise pupils attending extra-curricular activities and developing high quality</p>	<p>EEF Guidance Report: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Schools are encouraged to follow a tiered approach in which enrichment activities are given importance within. Extra-curricular activities have been found to be beneficial for disadvantaged children in Ofsted research. They were found to impact positively with children's cultural capital and offer children a stimulus and context for learning.</p>	4

enrichment and a wide range of after school activities.		
Educational visits/residentials . To subsidise visits for pupils eligible for pupil premium funding.	Educational visits and residentials have a positive impact on all children but with particular benefits for vulnerable pupils. They have been found to positively influence self-confidence, self-efficacy and children's motivation levels. At St John's we strongly believe that our pupils benefit greatly from these experiences and that they help to create a love of learning.	4

Total budgeted cost: £168,570

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum (phonics, reading, writing and maths). The impact of Covid-19 has disrupted the majority of our core curriculum subjects. As evidenced in schools throughout the country lockdowns and school closures was most detrimental to our disadvantaged pupils and they were not able to benefit from high quality, consistent daily teaching and targeted interventions. Many of our disadvantaged children did not access remote learning during the lockdowns and school closures.

Children's well-being was a school priority and supported through high levels of engagement during the school lockdowns and closures from both teachers, SLT and the pastoral team. Feedback from a parent questionnaire was very positive and many parents felt supported by the school throughout-and where families were struggling or children were vulnerable they were invited to attend school during the lockdown. The number of vulnerable children taught in school increased during the last lockdown. Parents also fed back through the questionnaire that phone calls from the teachers, pastoral team and SLT and the daily or weekly zoom meetings kept the children connected with school and engaged with their learning. Many of our disadvantaged children were given an ICT device and internet access to use at home to access remote learning.

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
English IDL	IDL
1stClass@Number1&2/Success@arithmetic	Every child counts (Edgehill)
SNAP Maths	Hodder Education