

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	Stanground St John's
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils 2021-2022	36%
2022-2023	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Liz Hindmarsh, Headteacher
Pupil premium lead	Alison Sheridan, Deputy Headteacher
Governor / Trustee lead	Sam Smylie/ Carol Avery, Governor leads for disadvantaged pupils; Amy Weaver, DEMAT Trust Inclusion Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111.410
Recovery premium funding allocation this academic year	£12,472
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	£123.884
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics:</u> Assessments (Both Formative & Summative (DIBELS)) indicate disadvantaged pupils are achieving lower outcomes than their non-disadvantaged peers. This negatively impacts their development as readers.
2	<u>Vocabulary gap:</u> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<u>Gaps in prior learning:</u> Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations
4	<u>Social and emotional difficulties:</u> These are negatively affecting disadvantaged pupils' readiness to learn. Our assessments (including wellbeing survey), observations, safeguarding records and discussions with pupils and families have identified social

	and emotional issues for many pupils and lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and impact their attainment. Teacher referrals for support (including both Early Help and Social Care referrals) have markedly increased during the pandemic. 20 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 (1 of whom are disadvantaged) receiving 1:1 or small group interventions.
5	<u>Attendance:</u> Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 0 – 4.47% lower than for non-disadvantaged pupils. Over the Autumn term to November there was a persistent absence rate of 21.8% among disadvantaged pupils compared to 14% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Y1 phonic screening data shows that 85% of the disadvantaged pupils achieved the pass mark. KS2 reading outcomes in 2024/25 show that our disadvantaged pupils meet FFT20 targets.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that our disadvantaged pupils meet FFT20 targets.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys, teacher observations and behaviour monitoring. • a significant reduction in attendees in consequence club and receiving an internal/external exclusion • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • the percentage of all pupils who are persistently absent being below 10%% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £23,320.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver the Sounds Write linguistic phonics programme consistently to pupils YR-6 To provide staff with Sounds Write training & refresher training to enable them to effectively implement the programme across EYFS- Y6 To align the reading scheme books to the Sounds Write phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Training for staff to ensure DEMAT assessments are	Standardised tests can provide reliable insights into the specific strengths and weaknesses of	3

interpreted and administered correctly.	each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
To improve the quality of the curriculum through staff attendance at CPD associated to the PKC Curriculum	A knowledge rich curriculum provides a sequenced, specified and valued curriculum based around the principles of PKC.	3
To improve the quality of our broad and balanced curriculum through staff training/development sessions/strategic monitoring.	Staff training impacts on the quality of our curriculum through CPD and regular monitoring .	

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

Budgeted cost: £92,812.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify and support the needs of individual PP families to include engagement with Social Care and Early Help through the employment of the school's Learning Mentor.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental Engagement Toolkit Strand Education Endowment Foundation EEF	4,5
To support the deployment of teachers, HLTAs and teaching assistants to work on targets from	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	3,4

the children's APDR, grouping children wherever possible. To provide strategies, as detailed in the class provision maps used to accelerate progress of learners, including booster groups for Year 6 precision teaching, Speech and language, Sounds Write interventions.. Use of National Tutoring Programme to tutor children in key areas and after school phonics catch up sessions	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
To build pupils' social and emotional wellbeing and resilience by engagement with Learning Mentor. To purchase any supporting materials and resources for Nurture support sessions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 7,751.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for educational visits (day trips and residential) and attendance at extra-curricular clubs.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor Education Toolkit Strand Education Endowment Foundation EEF	4

Support for PP children to attend the HAF programme during the Christmas period		
Subsidise music tuition for one term for every PP child	The impact of arts participation on other areas of academic learning appears to be positive Arts Participation Toolkit Strand Education Endowment Foundation EEF	4
To provide individual and group nurture sessions for children with social and emotional needs . Well-being groups led by SENCO/LM e.g. Emotional Regulation, Nurturing Lunchtimes, Lego Therapy, Forest Schools, outdoor learning	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Social & Emotional Learning Toolkit Strand Education Endowment Foundation EEF 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. Physical Activity Toolkit Strand Education Endowment Foundation EEF	4,5
To offer parents of PP children resources including school uniform and PE kit.	School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. School Uniform Toolkit Strand Education Endowment Foundation EEF	4,5
To offer parents pf PP children access to Breakfast Club To offer all children a breakfast bagel on arrival to school every day.	Increased uptake in breakfast club since extended time, PP children attending regularly. Healthy and nutritious breakfast offered daily.	4,5

To provide laptops, broadband and data sim cards to support access to remote learning.	Procedure in place to support children with access during isolation/lockdown.	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
To build pupils' social and emotional wellbeing and resilience by engagement with Learning Mentor. To purchase any supporting materials and resources for Nurture support sessions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
To provide outdoor learning experiences and life skills in a safe structured environment	Forest Schools develops self-regulation skills, build resilience, increases motivation and concentration and improves problem solving.	
To monitor attendance . (1 day per week)	Monitoring attendance is underpinned by high expectations and core values.	
To encourage attendance at CPD meetings for all support staff	Staff training impacts on the quality of our curriculum through CPD and regular monitoring .	

Total budgeted cost: £ 111.410

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 2020 to 2021 academic year.

Pupil evaluations undertaken during the 2021 to 2022 academic year.

Mock SATS All pupils

R- 66% Expected standard

W- 55% Expected standard

M- 48% Expected standard

GPS- 62% Expected standard

Pupil Premium children

R- 47%

W- 40%

M- 27%

GPS- 47%

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
Primary Knowledge Curriculum (PKC)	Knowledge Schools Trust
Sounds Write Phonics	Sounds Write
White Rose Maths	White Rose
Number Sense Maths	Number Sense Maths Ltd
Test base	Test Base
Kapow	Kapow

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

Review of Intended outcomes (up to November 2022)

This explains our review up to the end of academic year 2021-2022

Intended outcome	Success criteria	Review of year 2021-2022
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Limited support from Speech & Language last year Observations indicate oral language is still a key area although improvements are being made due to significant changes in the curriculum.
Improved reading attainment among disadvantaged pupils.	Y1 phonic screening data shows that 85% of disadvantaged pupils achieved the pass mark. KS2 reading outcomes in 2024/25 show that our	Y1 phonics screening data showed that 50% (5 out of the 10 children) of disadvantaged pupils passed the screening test compared to 89% of the non PP children (17 out of the 19 children) This is still below target 66% of the disadvantaged pupils

	disadvantaged pupils meet FFT20 targets.	achieved expected or higher levels in KS2 SATS , compared to 86% of Non PP (FFT target 75%) Reading SS PP 101.4 Reading SS Non PP 107.1 FFT target 104.7 This is still below target.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that our disadvantaged pupils meet FFT20 targets.	KS2 maths outcomes show that 38% of disadvantaged pupils achieved expected or above in SATS compared to 64% of Non PP. (FFT target 73%) Maths SS PP 97.6 Maths Non PP 101.7 This is still below target
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys, teacher observations and behaviour monitoring. • a significant reduction in attendees in consequence club and receiving an internal/external exclusion • a significant increase in participation in enrich-	Pupil voice data from school council showed that 93-100% pupils sampled felt safe at school Attendance at consequence club reduced significantly over the course of 2021-2022 from average 5.2 pupils per day in October 2021 to 1.2 in June 2022 Approximately 80 children attended a variety of

	ment activities, particularly among disadvantaged pupils	enrichment activities of which 38 (40%) were PP Both internal and external exclusion numbers have reduced significantly since September 2022 (zero suspensions in academic year 2022-2023 so far) Mentoring sessions have helped our children in many ways Better Independence More time being spent in class by individuals Better communication skills (being able to discuss feelings and actions) Social skills development Less issues at playtimes
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. - the percentage of all pupils who are persistently absent being below 10%% and the figure among disadvantaged pupils being no more than 5% lower than their peers.	School attendance headline 92.8% PP 92.2% NON PP 93.2% Persistent absentees 24.5%

Persistent, on-going challenges

Challenge	How can this be overcome ?
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New payment settlement	Meet costs from within existing staff budget by restructuring /re distributing. Ensure a balanced budget throughout 2022-23 by reducing expenditure in other areas
Staff changes (maternity leave, resignation)	Focus on high quality recruitment and staff training/onboarding Redistribute staff to meet the needs of the school.
Outcomes (Maths & Writing)	Focused CPD programme Rigorous SLT monitoring & feedback programme Rigorous Pupil Progress reviews.

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.