

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	205
Proportion (%) of pupil premium eligible pupils 2021-2022	36%
2022-2023	36%
2023-2024	33%
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	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Liz Hindmarsh, Headteacher
Pupil premium lead	Alison Sheridan, Deputy Headteacher
Governor / Trustee lead	Carol Avery, Governor Lead for disadvantaged pupils; Caroline Jupp, DEMAT Trust Inclusion Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,166
Recovery premium funding allocation this academic year	£10,005
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	£117,171
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about the allocation of Pupil Premium funding it is important to consider the context and demographic nature of the school as well as considering well researched strategies conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils during detailed, thorough and timely Pupil Progress meetings, so that they are fully aware of strengths and weaknesses across the school and at class level.

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best.

We also strive to engage families in education and support them in having high aspirations for their children. We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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>Maths</u> Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in most classes.
5	<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.
6	<u>Attendance:</u> Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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.	Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. KS2 reading and writing outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 (current Year 3) show that disadvantaged pupils will have made accelerated progress from their starting points.
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 at-

	tendance 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.
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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: £21,750** (CPD Sounds Write training, Deputy Headteacher and Maths Leader leadership allocation)

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	Standardised tests can provide reliable insights into the specific	3

assessments are interpreted and administered correctly.	strengths and weaknesses of 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: £52,777** (Structured interventions; one-to-one support; tutoring; Early Help management)

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 Early Help Managers.	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	Tuition targeted at specific needs and knowledge gaps can be an ef-	3,4

teaching assistants to work on targets from 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.	fective method to support low attaining pupils or those falling behind, both one-to-one: 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 Mentoring. 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 £34,350.50** (Allocated Attendance time for Deputy Headteacher, Attendance Officer and DDSL; Morning Bagels; Breakfast Club subsidy; School Trips subsidy; PE Kit subsidy; Forest School sessions; Support Staff CPD; Mentoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide individual and group nurture sessions for	The average impact of successful SEL interventions is an additional four	4,5

children with social and emotional needs.	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	
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 of 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
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 engaging with Mentoring. 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: £108,877.50

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 2022 to 2023 academic year.

Pupil evaluations undertaken during the 2022 to 2023 academic year.

SATS

		Reading		Writing		Maths		
FSM6	16	98.9	-3.3 ●	96.9	-0.5	98.6	-2.7	97.8
Not FSM6	14	102.6	-0.9	102.0	+2.1	103.5	+0.5	103.8

FSM6 children underachieved in all areas, especially Reading

PSC

FSM6	4	100.0%	69.4%	●+30.6%	38.5	30.1	●+8.4
Not FSM6	24	87.5%	84.1%	●+3.4%	35.4	34.2	+1.2

FSM6 children achieved extremely well

KS1 SATS

		Combined		Reading		Maths	
FSM6	9	94.0	● -5.0	93.3	● -5.6	94.7	● -4.9
Not FSM6	19	96.8	● -5.9	98.2	● -4.2	95.3	● -7.9

FSM6 children underachieved in all areas.

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
Complete Maths	Complete Maths

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

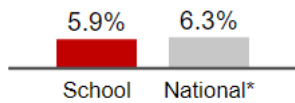
Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Review of Intended outcomes (up to November 2023)

This explains our review up to the end of academic year 2022-2023

Intended outcome	Success criteria	Review of year 2022-2023
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 100% of disadvantaged pupils achieved the pass mark. KS2 reading outcomes in 2024/25 show that our disadvantaged pupils meet FFT20 targets. FFT target 104.7	Y1 phonics screening data showed that 100% of disadvantaged pupils passed the screening test compared to 87.5% of the non-PP children Reading SS PP 98.9 Reading SS Non-PP 102.6 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.	Maths SS PP 98.6 Maths Non-PP 103.5 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 enrichment activities, particularly among disadvantaged pupils	Data from the Summer Safeguarding Survey showed that 94% of pupils sampled felt safe at school Stage 3+ consequences reduced significantly over the course of 2022-2023; e.g. Consequence Club was withdrawn in the Summer term 2023. Exclusions, suspensions, bullying incidents, racial incidents and harmful sexualised behaviours all reduced showing a continuing pattern of reduced undesirable behaviour: Approximately 112 children attended a variety of enrichment activities of which 48 were PP (43%) Mentoring sessions have helped our children in many ways including: Better Independence; More time being spent in class by individuals; Better communication skills (being able to

		discuss feelings and actions); Social skills development; Reduced playtime behaviour issues. CPOMs Data shows that PP pupils received twice the number of Safeguarding Interventions as non-PP 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 - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% higher than their peers.	2022-2023 School Attendance All Pupils- 93.8% PP- 93.6% Absence rate  Persistent Absentees dropped to 21.7 % (2022-2023) from 24.5% (2021-2022)

Persistent, on-going challenges

Challenge	How can this be overcome?
New payment settlement	Meet costs from within existing staff budget by restructuring /re-distributing. Ensure a balanced budget throughout 2023-24 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. High quality CPD
Outcomes (KS2 Combined)	Focused CPD programme Release for SLT to attend Instructional Coaching training and implement Rigorous SLT monitoring & feedback programme Rigorous Pupil Progress reviews.
Increasing SEND Needs and limited SEND support services	High quality Training programme for SENDCo and all staff. (Trust, LA & Whole Education WeSEND project) Engagement with Specialist Support services. Targeted use of SEND funding, in line with Trust Inclusion Principles.

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.

Our Curriculum Principles

Our Christian ethos and values underpin all that we do within our learning and the wider activities in our school.

Our curriculum is designed and focused on equipping our learners with the knowledge and skills they need to be prepared for the next stage of their education.

Our objective is always to improve outcomes for our children, and to ensure that every child in all our school can access a high-quality education. We believe that all children should have the opportunity to thrive whatever their background, circumstances, faith, or culture.

We maintain high standards and continually look at new ways of teaching our pupils the skills they require, explicitly and directly. Our curriculum is knowledge-rich, specifically sequenced, and is taught to be remembered. It promotes the spiritual, moral, cultural, mental, and physical development of our pupils and prepares them for the opportunities, responsibilities, and experiences of later life.

1. All DEMAT children are entitled to a knowledge-rich curriculum where knowledge is valued, specified, well-sequenced and taught to be remembered

2. The curriculum is the progression model, to which all are entitled. It is not left to chance

3. We seek opportunities to ensure that children are taught "powerful knowledge" which takes children beyond their otherwise lived experiences and opens up life choices.

4. Our research-informed pedagogy ensures that what is taught falls into 5 key areas

5. Rigorous, systematic teaching of reading is paramount and includes mastery of the phonic code, automaticity, prosody, fluency, and comprehension. This means that anyone involved in reading instruction must be inducted with the required subject and pedagogical knowledge.

6. In all subjects, strong teacher subject knowledge is crucial to a high-quality delivery of the curriculum. Therefore, we must ensure that teachers are equipped with the knowledge required to ensure coherence and avoid misconceptions.

7. Maximising pupil outcomes in all year groups is imperative - this is our most important measure in assuring that, academically, our children are ready to access the secondary curriculum.

8. We set the highest expectations for all our pupils in their academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future.

Inclusion Principles

Our children are entitled to a knowledge-rich curriculum where knowledge is valued, specified, well-sequenced and taught to be remembered.

Where necessary, through robust and rigorous assessment processes, we make intentional decisions to adapt and make reasonable adjustments ensuring that all pupils receive this entitlement because their identified needs are addressed

In our school, everyone is responsible for the culture of ambitious aspirations and high expectations for all pupils recognising that each child is unique, complex and valued.

These high expectations are for our pupils' academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong, in order that they may flourish now and in the future.

The behaviour curriculum is taught proactively with consistent expectations, approaches to the learning environment and routines set to ensure that all children receive their entitlement to the education they deserve.

We work in partnership with parents, carers and professionals so there is a shared understanding of the evidence-informed inclusive practice.