

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	St John's Green Primary
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Simon Billings Headteacher
Pupil premium lead	Tina Bourne Deputy Headteacher
Governor Lead	Nicola Roberts Vice Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 198,710
Recovery premium funding allocation this academic year	£ 15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 11,419

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for disadvantaged pupils to leave our school with the same opportunities as their non-disadvantaged peers. We want to cultivate a love of learning by working with pupils and their family on small steps of success.

Disadvantaged pupils should be able to make at least good progress through targeted interventions and high quality teaching in our school. Our focus on Early Reading, vocabulary and the importance placed on individual and collective responsibility will help to meet these objectives.

Experience has shown that it is a challenge to meet the needs of disadvantaged children without offering a wrap around support structure for their families. Our school is proactive in developing discreet, innovative and practical support for disadvantaged families in order that we can help to remove some of the barriers faced by the impact of poverty in its broadest sense.

Challenges

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

Challenge number	Detail of challenge
1	EYFS Baseline assessment shows that children enter our school with poor speaking and language skills
2	Assessment shows that most disadvantaged children make less progress in reading and pupil voice shows that they enjoy reading less than their non-disadvantaged peers
3	Assessment shows that poor reading skills hold back children when attempting problem solving in Maths
4	Assessment shows that despite opening up the school for disadvantaged pupils during Covid lockdowns, the attainment gap widened once school closures and disruptions were over
5	Conversations with disadvantaged families shows that the combination of poor housing, job loss due to pandemic employment changes, chaotic households, increasing SEND diagnoses, food/clothing and heating poverty, own negative education experiences, and relationship breakdown increase the cognitive load of children to the degree that focus on learning is a huge challenge
6	Attendance in disadvantaged pupils has lowered since lockdowns, this impacts on the delivery of our Recovery Curriculum, pupil friendships and consistency

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
Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils and others in Reading and writing is significantly reduced by the end of KS1
Disadvantaged pupils are able to access problem solving questions by using bar modelling visualisation techniques	The difference between the attainment of disadvantaged pupils and others in problem solving maths strand is significantly reduced at KS1 and KS2 assessments
Pupils who are significantly below age related expectations in core subjects develop confidence and progress in their Literacy and Maths learning	Pupils who are attaining 2 years+ below chronological age make accelerated progress in Reading / Writing / Maths
Disadvantaged children have at least as good attendance as their non-disadvantaged peers	There are no Persistent Absentees

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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive support in EYFS on entry, to assess and intervene on oral language skills through a combination of small group and individual S&Lang programmes delivered by two dedicated and trained staff	EEF Teaching & Learning Toolkit details that spoken language activities should be matched to learners' current stage of development, so that it extends their learning and connects with the curriculum	1
CPD for all staff in teaching phonics using Essential Letters & Sounds	EEF Teaching & Learning Toolkit shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading	1 and 2
Key Reader strategy for those needing to make significant progress in reading	EEF Teaching & Learning Toolkit	2
Teachers prioritise verbal and written feedback for disadvantaged pupils – using pink and green marking policy	EEF Teaching & Learning Toolkit shows that impact is highest when feedback is delivered by teachers. It must also highlight what is correct as well as what needs to be corrected.	4
Metacognition and Self Regulation strategies	EEF Teaching & Learning Toolkit show that work around improving pupil metacognition and self regulation strategies has the highest impact on attainment	2, 3, 4, 5
1:2 After school tutoring in Maths or Writing	EEF Teaching & Learning Toolkit shows individual tutoring delivered by an expert tutor has high impact	3, 4, 5
CPD on Trauma Perceptive Practice	EEF Teaching & Learning Toolkit shows that work around behaviour support that is holistic has good impact	5, 6

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

Budgeted cost: £5,223 + £6,180 = £11,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrative Therapy, Oral language intervention in small groups – at least 3 times weekly	EEF Teaching & Learning toolkit shows that specialist intensive support (3x a week) in small groups is highly effective	1, 2
Small group pre-teaching by HLTAs working in that year group (£1500)	EEF Teaching & Learning Toolkit shows that small group teaching with structure and purpose is effective	2, 3, 4

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

Budgeted cost: £ 52,723

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for whole school on Trauma Perceptive Practice, building awareness of adverse childhood experiences and instability due to pandemic and chaotic family lives	EEF Teaching & Learning Toolkit shows that strategies that support Metacognition and self regulation for children have a high impact	

Total budgeted cost: £ 184,126