



Pupil Premium strategy statement 2022/23

Pupil premium strategy statement – St. John’s Primary Academy, Essington

This statement details our school’s use of pupil premium (and recovery 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 |
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| Number of pupils in school | 569 (R - Year 6) |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers. | 2023 – 24 <i>Second year of a new 3 year plan</i> |
| Date this statement was published | 20.12.23 |
| Date on which it will be reviewed | 20.12.24 |
| Statement authorised by | Jamie McMullan |
| Pupil premium lead | Sara-Jayne Griffiths |
| Governor | Jenny Lythgoe |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £127,400 |
| Recovery premium funding allocation this academic year | £11,890 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £139,290 |

Part A: Pupil premium strategy plan

Statement of intent

At St. John's, we believe every child should achieve and our aim is to remove any actual, or potential, barriers to learning that could prevent our pupils from accessing education. It is noted that the academy does not serve a community that has a high level of deprivation, and the historical profile of disadvantaged pupils is below the national average. The academy has however experienced a rise in numbers of pupils eligible for pupil premium in the post pandemic era.

Our Priorities

- Consistently delivering high quality teaching in all classes.
- Establishing positive relationships with pupils and their families that promotes learning.
- Reducing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who do not make expected progress.
- Ensuring Pupil Premium Funding is effectively targeted.
- Addressing all barriers to learning, including attendance and behaviour.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Retention and Application of key skills in core subjects. It has been evident that some of our disadvantaged learners, from internal assessments made, struggle to retain and apply key skills in their core subjects. For many reasons, such as hunger, role as a young carer, lack of parental support in the family home, have meant that some of our children have underperformed in previous assessments conducted. It is evident that there are gaps in their knowledge, skills and understanding when compared to their non-disadvantaged peers. |
| 2 | Attendance of Pupil Premium pupils compared to their peers. Through careful monitoring, it is evident that a percentage of our Pupil Premium children have an attendance of 90% or below. From teacher assessments, it is evident that poor attendance has an impact on the child's performance. |
| 3 | General 'School readiness' with issues around behaviour. From observations made, and other internal information, staff are aware that our disadvantaged learners are on average less likely to show positive attitude to learning and/or reach our high standards for behaviour. This can be for many reasons and |

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| | some being lack of modelling outside of school and adverse childhood experiences. |
| 4 | Access to cultural capital and experiences beyond the classroom. Sometimes our disadvantaged learners have lower or narrower expectations of themselves in terms of what they can achieve now and in the future. This can be shaped by experiences outside of school. Some of our disadvantaged learners find it more difficult to take up wider participation opportunities that we offer at school due to, for example, financial pressures, peer expectations or lack of experience. |
| 5 | Dis-engaged families. It is crucial that our academy aims to build positive relationships with parents/carers and guardians, especially with those who are more likely to dis-engage themselves. A positive relationship, which allows staff support, has a greater impact on the child. Ultimately, allowing children to succeed in school. |

Intended outcomes

| Intended outcome | Success criteria |
|--|--|
| Raise rates of attainment of PP pupils in core subjects to be in line with other pupils. | Evidence of the impact of this outcome will be demonstrated by: <ul style="list-style-type: none"> • External validated data • Internal tracking data • Intervention outcomes • Standardised test scores |
| Raise rates of attainment in the combined measure at the end of KS2 of those pupils achieving age related expected scores in Reading, Writing and Mathematics. | Evidence of the impact of this outcome will be demonstrated by: <ul style="list-style-type: none"> • External validated data • Internal tracking data • Intervention outcomes • Standardised test scores |
| Raise the attendance of PP pupils to be in line with other pupils within the academy and meeting the academy target of 95.6% | Evidence of the impact of this outcome will be demonstrated by: <ul style="list-style-type: none"> • Published attendance data • Termly monitoring data for the Trust • Ofsted IDSR summary |

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: £ 33 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| Staff Training. Sharing of data/information regarding our Pupil Premium children. The sharing of our Pupil Premium statement. Allocated Pupil Premium Lead. £3500 | Teachers and support staff to be aware of target areas Aware of Pupil Premium children Opportunity for staff to reflect on their practice and how they can support all Pupil Premium children within their class and through purposeful interventions | All 1- 5 Specifically 1 and 3 |
| Staff Retention Team to continue to carry out research and provide CPD training to staff in after school meetings and Twilight sessions. Assistant Headteacher to lead this team and to deliver support. £10 000 | Strategies for retention to be delivered and incorporated into the daily school curriculum. | |
| SEND consultancy and support for the transition to a newly appointed, recently accredited SENDCo. £7 500 | Mentoring of SENDCo Effective SEND delivery and full deployment of the Code of Practice | All 1- 5 Specifically, 1 and 2 |
| Additional SEND support 0.4 FTE £12 000 | Checks of SEND Register for accuracy. Effective intervention programmes Completion of all necessary paperwork for external agencies including EHCP | All 1- 5 Specifically, 1 and 2 |

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

Budgeted cost: £46 751

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|
| Dedicated staff role 0.4 FTE for LAC pupils to support with PEP, external agency liaison, parental engagement. £18 450 | Effective monitoring of pupils academic performance and attendance. Precise targeted intervention. Academic progress in core subjects. | All 1- 5 Specifically, 1 and 2 |
| Nurture intervention to improve self-esteem, trust and friendship bonds. £4 495 | Improved general behaviour of pupils with attachment issues. To be held during unstructured times e.g lunchtime | All 1- 5 Specifically, 3 |
| Role of designated LSA for ELSA Cost £10 000 | Improved attendance levels of targeted pupils and increased integration into general classroom activities and decreased intervention time. ELSA Training Days included in costing | All 1- 5 Specifically, 3 |
| LSA Small Group Interventions to ensure attainment gaps are getting smaller £5 978 | Progress in identified areas to be made. E.g. writing, maths etc. | Specifically, 1 |
| LSA 1 to 1 intervention for pupils who have experienced reduced attendance due to prolonged ill health related absence and other circumstances £4 800 | Catch up in attainment supported. | All 1- 5 Specifically, 1 and 2 |
| Targeted reading support for identified pupils who require | Progress with reading and enhanced attitudes that develop a love of | All 1- 5 Specifically, 1 and 2 |

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| short intense periods of reading support £3 028 | reading. Reading skills development that supports the whole curriculum. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59 563

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------------|
| Role of Family Practitioner to support safeguarding, and parental engagement Cost £33 024 | Success with establishing positive relationships with previously categorised 'hard to reach' families. Improved attendance levels. Be part of the 'Safeguarding Hub' within St John's. Supporting Designated Safeguarding Lead. | All 1- 5 Specifically, 5 |
| Role of Medical and Attendance Officer. They will support Designated Safeguarding Lead and will work amongst St Johns' Safeguarding Hub. Cost £9557 | Success with establishing positive relationships with previously categorised 'hard to reach' families. Improve attendance levels. Discussions with parents regarding children's medical information and what school needs to do to support. Meetings to discuss and review care plans. | Specifically, 2 |
| Buddy System to be monitored and training delivered to Year 6 Buddies. Lead will work closely with Safeguarding Hub including SENDO. Cost £4 958 | Changes in children's wellbeing/mental health. Progress will be seen in class and in work being produced in class. | 1-4 Specifically, 2 and 3 |
| Funding residential experiences for PP pupils and general subsidised educational visits Cost £9 000 | Difficult to assess impact in terms of academic progress but does provide positive experiences that contribute to character development and self-esteem. | All 1- 5 Specifically, 4 |
| Additional opportunities for PP pupils to take part in outside of school with | Difficult to assess impact in terms of academic progress but does provide positive experiences that contribute to | 2-5 Specifically 2 and 3 |

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| <p>Sports Coach. E.g Outdoor activities</p> <p>Cost £1000 (Cost to cover transport etc)</p> | <p>character development and self-esteem.</p> <p>Children have the opportunity to work within a team.</p> | |
| <p>Funding of other items to support children and their families dependent on the situation that arises.</p> <p>Cost £2000</p> | <p>There have been many times when parents have reached out to school for support for a variety of reasons, and on occasions have resulted in a financial cost.</p> <p>This costing will allow school to be able to support families as and when they need it.</p> <p>In addition, there have been times when children may arrive in school hungry, and breakfast/snacks are provided. This costing will help to cover this.</p> | <p>All 1-5 Specifically 1, 4 and 5</p> |

Total budgeted cost: £ 139 290