

# 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 the Baptist CE Primary School, Ruyton XI Towns
Number of pupils in school	80 + nursery
Proportion (%) of pupil premium eligible pupils	16
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023 (interim, annual) September 2024 overall
Statement authorised by	Julie Ball
Pupil premium lead	Julie Ball
Governor / Trustee lead	Hannah Reynolds

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,210
Recovery premium funding allocation this academic year	£3,472
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£4,000
<b>Total budget for this academic year</b>	<b>£29,682</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. As with all children at St John the Baptist CE Primary School, to ensure maximum impact, the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, throughout their time with our school. Where small group / 1:1 support is felt to be most beneficial Pupil Premium may be used to support this provision and budgets are allocated accordingly.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. It also means that we utilised funding over the anticipated three year strategy.

## Principles

**Teaching and learning at St John the Baptist CE Primary School is designed to meet the individual needs of all children.**

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

## St John's Rationale For Provision

The chosen provisions have been made due to the following rationale;

- Our school has also used its own internal analysis and research to develop effective use of the funds
- Utilising local cluster developments and sharing of good practise
- Following reference to outstanding schools and their proven outcomes in utilising funds
- Use of the EEF toolkit for evidence based practise
- Early Help guidance and support - Shropshire Council

## Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring class sizes and age groups mixes are manageable and enable high quality learning experiences
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental health and wellbeing

Ensuring that the PPG reaches the pupils who need it most

## Challenges

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

Challenge number	Detail of challenge
	<b>Academic barriers to attainment</b>
1	Low levels of literacy and maths
2	Lack of real life experiences to apply to writing and maths skills
3	SEND needs affecting progress
4	Poor language and communication skills
5	Lack of school readiness
	<b>Non-academic barriers to attainment</b>
6	Poor attendance
7	Poor home life leading to lack of self-esteem and lack of focus in lessons
8	Need for support at Early Help level
9	Lack of routine leading to tiredness in school and poor attention/behaviour
10	Behaviour impacting on focus during lessons, needing time out to calm down and missing parts of lessons
11	Child Protection Issues causing low self-esteem, tiredness and poor focus in lessons
12	Self Esteem - nurture and support.
13	Arriving at school hungry and not ready to learn

## 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
Ensure high quality learning experiences engage and motivate pupils Disadvantaged pupils will have access to experiences which develop cultural capital (visits/visitors/adjusted lessons)	The attainment gap between disadvantaged pupils and their peers will be closing 'Cultural capital' for disadvantaged pupils will be more in line with their peers
Staff to have specialised skills in maths and English – good progress in English and Mathematics	Pupils attainment to increase and be in line with ARE
New staff to be confident in the mastery methods – good progress in mathematics	Pupil outcomes to be in line with or above ARE  Staff to evidence skills in mastery methods – teaching to be good/outstanding consistently
Pupils self-esteem and confidence will improve  Attitudes towards school and learning will be positive	Pupils will evidence self-confidence – parents/teachers and pupils will report improvements  Attitudes to learning will be improved as reported by staff, parents and pupils
Self-esteem and focus during lessons will improve	Improved self-esteem will be evident in individual pupils  Attainment and progress will improve with outcomes closer to national ARE
Food and social interactions to be provided for pupils at a reduced rate/free depending on need – pupils will not be hungry  Pupils will be 'ready to learn'	Pupils will be ready to learn as reported by class teacher  Barriers to learning will be reduced

## 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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff to allow smaller, more focused teaching groups	EEF toolkit Internal analysis	1,4,5,7,10,11
Staff release for catch up group work	EEF toolkit Internal analysis	1,2,3,4,5
Professional development: Coaching sessions to support teachers and teaching assistants, with a particular emphasis on core skills	EEF toolkit Internal analysis	1,4,5,7,10,11
Support for new in post teachers: Release time for subject co-ordinators to work with new in post teachers in supporting high quality delivery of the curriculum	EEF toolkit Internal analysis	1,4,5,10,11
Tuition sessions	EEF toolkit Internal analysis	1,2,3,4,5

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills	NELI – government programmes EEF	2,3,4
Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations	EEF toolkit Internal analysis	1,3,4,5,9
Toe by Toe licenses for catch up groups Pathways catch up programme	EEF toolkit	1,3

	Internal analysis	
Beanstalk readers to read with pupils weekly	EEF toolkit Internal analysis	1,5,12
Supporting pupils to access wider curriculum areas – raising pupil aspirations through engagement/aspiration programmes such as funded visits and musical instrument tuition	EEF toolkit Internal analysis	2,6,8,9,10,12

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and intervention; staff training and release for Early Help work ELSA training and support provision	EEF Teaching assistants recommendations DFE recommendations	7,8,11,12
Mental health lead – release time for supporting staff and CPD	EEF Teaching assistants recommendations DFE recommendations	7,10,11,12,13
Costs of providing and attending CPD for supporting pupils with attachment and trauma	EEF Teaching assistants recommendations DFE recommendations	7,10,11,12,13
Use of a breakfast club and after school care club to provide pupils with a nutritious breakfast before school as well as developing social interactions and experiences	Internal analysis DFE recommendations	4,9,12,13,
Targeted pastoral work with pupils in relation to health and emotional well being	EEF improving behaviour in schools DFE mental health support and guidance School and regional evidence base	6,7,9,10,11,12
Whole school mental health programmes and workshops	Internal analysis DFE recommendations	5,8,9,12
Supporting costs of residential visits	Internal analysis	1,7,12
Supporting costs of whole class musical instrument provision across a wider range of instruments	Internal analysis	7,11,12

**Total budgeted cost: £ 32,500***(supplemented from school budget)*

## 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.

Our school uses summative assessments termly to support teacher judgements alongside statutory testing.

Our pupil premium pupils make good progress from their starting points.

Due to the small number of children eligible for pupil premium in each year group, results are not published but are available to be discussed with the Headteacher.

Note; Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data.

### 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
Pathways to Literacy	The literacy company
X Tables Rockstars	TT Rockstars
Educational psychology services	Shropshire council
Speech and Language specialists	Shropshire council
NELI	Education.gov.uk
Emotion coaching	thehappinessclub.co.uk
Beanstalk readers	Coram beanstalk company

### Service pupil premium funding (optional)

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

Measure	Details
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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



**Further information (optional)**