



# Pupil Premium Strategy Statement

## ST JOHN'S CE PRIMARY SCHOOL, ABRAM

This statement details our school's use of pupil 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
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 to 2027
Date this statement was published	September 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Laura James
Pupil premium lead	Linda Gatley
Governor / Trustee lead	Geoff Baker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£87,320.00</b>

<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>	
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# Part A: Pupil premium strategy plan

## Statement of intent

*We will use a tiered approach to Pupil Premium spending. This will help ensure we balance approaches to constantly evaluate and improve teaching and learning, targeted academic support and wider strategies.*

*By spending funding on improving teaching through professional development, training and support for early career teachers and recruitment and retention, we will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.*

*Through targeted academic support, we will work hard to ensure pupils identified as needing to catch up with their peers get the help they need to make substantial progress.*

*In addition to academic support, interventions are in place to ensure a more holistic approach. 1:1 mentoring and small, social group activities will help remove barriers to learning linked to emotional and behavioural development.*

*Increasing attendance and reducing persistent absenteeism is also key focus for the school. The Pastoral Coordinator will provide relentless challenge and support to the families of children whose attendance is causing concern.*

*Raising the achievement of disadvantaged pupils is the responsibility of all staff and our pupil premium strategy is fully aligned with our school development plan which outlines this priority.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups are not in line with disadvantaged children nationally.
2	Assessment data shows that EYFS disadvantaged pupils on entry are below non-disadvantaged pupils.
3	Attendance data shows that rates of absence and persistent absence are higher for disadvantaged pupils than non-disadvantaged pupils.

4	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups with multiple vulnerabilities (SEND and/or EAL) are not yet strong readers with secure comprehension skills and, as a result, are not yet able to recall as much key knowledge and vocabulary across the curriculum as non-disadvantaged pupils.
5	Some disadvantaged pupils have limited access to varied life experiences. This has been exacerbated by the cost-of-living crisis.
6	There has been an increased requirement for access to pastoral support and early help for some disadvantaged families with regards to social, emotional and mental health needs.

## 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 make at least expected progress (in line with the demands of the curriculum) as a result of highly effective quality first teaching and targeted interventions.	Monitoring and evaluation show that all teaching in school is effective or highly effective. In reading, writing and maths, 100% of disadvantaged pupils make expected progress (in line with the demands of the curriculum) and at least 35% make better than expected progress from previous assessment points (which enables them to catch up with their peers). In statutory assessments, disadvantaged pupils perform at least in line with their non-disadvantaged peers nationally.
Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils is at least in line with non-disadvantaged pupils nationally. Persistent absence rates for disadvantaged pupils are at least in line with non-disadvantaged pupils nationally.
Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills which enable them to thrive in all areas of the curriculum.	Analysis of reading fluency interventions show that disadvantaged pupils are becoming increasingly fluent readers. Assessment and monitoring shows that disadvantaged pupils are keeping up with the demands of the curriculum in reading comprehension. Pupil voice and monitoring of reading habits

	<p>shows that all disadvantaged pupils are reading regularly and developing into lovers of books.</p> <p>Analysis of T&amp;L evaluation findings show that disadvantaged pupils, especially those with multiple vulnerabilities are able to fully access all aspects of the curriculum and are remembering more knowledge and vocabulary.</p>
Increased access to a wide range of curricular and extra-curricular experiences	<p>All disadvantaged pupils participate in curricular experiences.</p> <p>Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high.</p>
Disadvantaged pupils and their families benefit from pastoral care and assistance	<p>Tracking of behaviour data and SEMH shows that incidents involving disadvantaged pupils continue to decrease.</p> <p>Cases studies evidence the positive impact of early help interventions.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders and subject leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching and support.	<p>EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i>.</p> <p>Important aspects of CPD provided include: in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. All of which EEF research shows has a positive impact on pupil outcomes.</p> <p>EEF +6</p>	1, 2, 4 & 5

	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +4</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p>	
<p>Senior leaders and subject leaders will play a key role in the school's curriculum development and evaluation work. There will be a strong focus on developing less confident subject leaders through coaching and mentoring and signposting to relevant research.</p>	<p>Our curriculum design and implementation is underpinned by research including:</p> <ul style="list-style-type: none"> <li>• The EEF's metacognition and self-regulated learning strategies</li> <li>• Willingham's Simple Model of Memory</li> <li>• Generative Learning Strategies for retrieval and learning</li> <li>• Sweller's Cognitive Load Theory</li> <li>• Building Strong Schemata</li> <li>• Rosenshein's Principles of Instruction</li> <li>• Bjork and Bjork's Desirable Difficulties</li> <li>• Ebbinghaus' Forgetting Curve</li> </ul> <p>Senior leaders will use their knowledge and experience in these areas to further develop less confident or inexperienced leaders.</p>	<p>1, 2, 4 &amp; 5</p>

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

Budgeted cost: £55,296.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable them to make at least expected progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	1, 2 & 4
Small group language intervention (WellComm) and 1:1 support from Director of SEND, Director of EYFS, Trust Phonics Lead	EEF +6 research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills	1, 2 & 4

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

Budgeted cost: £30,569.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Coordinator to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	1, 2, 3, 5 & 6
Rewards and incentives to support the school attendance strategy.		1
Pastoral Coordinator to provide 1:1 and small group intervention to support pupils with self-regulation and understanding of emotions. This support	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment. EEF (+5) Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests	5 & 6

<p>will extend to families where needed.</p>	<p>that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p>	
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**Total budgeted cost: £87,865.26**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **EYFS GLD 2023-2024**

- 50% of disadvantaged children achieved a Good Level of Development.

#### **Year 1 Phonics Screening Check 2023-2024**

- 75% of disadvantaged children passed the phonics screening check.

#### **End of KS2 2023-2024**

- 78% of disadvantaged children achieved the expected standard in reading.
- 67% of disadvantaged children achieved the expected standard in writing.
- 56% of disadvantaged children achieved the expected standard in maths.
- 56% of disadvantaged children achieved the expected standard in reading, writing and maths combined.

Monitoring and evaluation records show that all teaching in school is effective or highly effective

The Pastoral Coordinator has forensically tracked attendance, worked with families to identify barriers to attendance and supported them, e.g. with letters, meetings and provision of breakfast club places. Fines are only issued when all avenues of early help have been exhausted

Improving attendance and reducing persistent absenteeism of disadvantaged pupils remains a key whole-school improvement priority.

Pastoral sessions and Lego, Drawing & Talking intervention impacted on pupil wellbeing. School held records show high-quality support and guidance offered to pupils

Case studies show how 1:1 support and intervention impacted positively on behaviour of individual pupils

Cases studies evidence the positive impact of early help interventions

Rates of participation in after school sports club are improving but leaders are determined to further increase the numbers of disadvantaged pupils attending the after school club offer.

Disadvantaged children enjoy rich and varied experiences that they may not otherwise have been able to access

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
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Century AI (Maths, Reading, SPAG. Science)	Century
TTRS	Maths Circle
Essential Letters and Sounds	Oxford Owl

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*