



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 Mary and St John CE Primary School
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Rebekah Stott
Pupil premium lead	Chris Chamier Williams
Governor / Trustee lead	Sarah Franklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,366
Recovery premium funding allocation this academic year	£6,235
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	£58,601

Part A: Pupil premium strategy plan

Statement of intent

We are committed to making St Mary & St John an inclusive environment, fostering curiosity, spirituality, creativity, and respect. At our school we want everyone, including disadvantaged pupils, to be valued, to explore the joy of learning, and to achieve their full potential.

Children's learning is supported by high quality resources (eg: White Rose, Pupil Mash, Espresso) to enable children to engage in their learning. Targeted adult support enables children to access learning through pre-teaching and consolidation sessions on a 1:1 and small-group basis. Nurture groups support children's wellbeing and positive mental health.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research 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. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

The principles behind our strategy plan are inclusion, curiosity and aspiration. We want all children to thrive and achieve. All children feel safe, are supported, engaged and challenged while enjoying their learning. All children have access to opportunities across the curriculum.

- 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Strategies:

- Allocating additional support to children in need of closing the gaps in learning
- 1-1 support
- Use of the Play Therapy and Outdoor Learning nurture groups
- Additional teaching and learning opportunities provided through trained TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and from EYFS
- Additional learning support
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences

to use in their learning in the classroom.

- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Mary and John values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Misconceptions no identified early enough
2	Consistent behaviour for learning, especially for pupils with social and emotional needs which affect learning
3	Weak Language and Communication skills
4	Access to extra-curricular and enrichment opportunities
6	Lower attendance than the 96% target for every child

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
<p>1. Misconceptions identified early by teachers, to ensure closing of the gaps.</p> <p><i>£20,410</i></p>	<ul style="list-style-type: none"> • Children’s progress in line with ARE. • Children engaged in lessons and able to articulate own ideas. • High quality work and discussion for all pupils. • PP children accessing additional group support with qualified teacher (both more able and those needing support).
<p>2. Pupils eligible for PP can demonstrate consistently good behaviour for learning in lessons.</p> <p><i>£21,950</i></p>	<ul style="list-style-type: none"> • ELSA time for children needing support to work through well-being and positive mental health. • Pastoral support from DHT to give children time and space. • Play therapy to work through concerns and help children to self-regulate and articulate what they need. • Outdoor Learning Specialist to encourage

	physical and mental wellbeing.
3. Pupils eligible for PP have access to a rich and varied vocabulary. <i>£2,150</i>	<ul style="list-style-type: none"> ● Access to high quality learning materials at home (Purple Mash, Espresso). ● Access to high quality texts in the newly renovated library. ● PP children have £20 towards books when touring book company visits.
4. Pupils eligible for PP experience extra-curricular activities and enrichment opportunities. <i>£3,200</i>	<ul style="list-style-type: none"> ● PP children have first choice access to after school enrichment clubs. ● Costs of trips and residentials subsidised for PP children. ● Any event with a monetary cost if subsidised for PP children.
5. Access to technology to facilitate home learning. <i>No cost to PP budget</i>	<ul style="list-style-type: none"> ● PP children have access to laptops loaned by the school for the duration of their time with us.
6. Pupils eligible for PP have an attendance of over 96%. <i>£11,000</i>	<ul style="list-style-type: none"> ● Family Links Parenting courses running twice a year to support parents. ● DHT tracks attendance of PP children and builds relationships. ● Leadership presence on gates each day to identify children. ● Plus+ Base and Breakfast Club to support attendance.

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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching across the curriculum	Education Endowment Foundation research	1, 2, 3
Training for Purple Mash and Espresso	Education Endowment Foundation research	1, 2, 3
Deputy Head and Head focusing on children eligible for PP during book	Book monitoring in Autumn 2020 with Headteacher, Deputy Headteacher and	1, 2, 3

monitoring and observation of lessons	middle leaders	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led interventions (8:30-9am)	Education Endowment Foundation research.	1, 4
Teacher led Maths group – support towards achieving ARE	Our aspiration is that every child eligible for PP will leave our school with at least the ‘Expected Standard’ in Reading, Writing and Maths.	1, 4
Teacher led Maths group – support towards achieving GD		1, 4
Pupils eligible for PP receive £25 for books from book fairs	Education Endowment Foundation research.	3
Additional reading interventions for individuals and groups.	Our aspiration is that every child eligible for PP will leave our school with at least the ‘Expected Standard’ in reading and writing and with an enjoyment of reading for pleasure.	3
Additional support in class to support barriers to learning and aid focus	Education Endowment Foundation research.	1, 2

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

Budgeted cost: £ 20,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	Education Endowment Foundation research Government green paper on importance of mentally healthy schools.	2
Pupils eligible for PP are entitled to one free extra-curricular club per term and are given preferential treatment to ensure a place	Education Endowment Foundation research Extra-curricular and enrichment activities enrich the overall educational experience and broaden horizons. They have the potential to build self-esteem and	4

All pupils eligible for PP will attend fully funded residential in Year 5 and Year 6	confidence and may encourage risk taking	4
Appropriate interventions to support emotional literacy and resilience for learning e.g. outdoor learning, play therapy, additional TA support in class Staff training with Family Links	Education Endowment Foundation research. Government green paper on importance of mentally healthy schools.	2
Proactive approach to ensuring high attendance and punctuality through careful monitoring and follow up meetings. Reward systems are used to encourage high attendance and punctuality. Breakfast Club places available to encourage high attendance and punctuality. Leadership presence on gate every morning.	Poor attendance has a negative impact on pupil outcomes.	6

Total budgeted cost: £58,710

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.

2020-21 Academic outcomes (quantitative):

Year group	Maths	Reading	Writing	Combined
6 (Non PP)	75%	83%	81%	75%
6 (PP) 3	67%	67%	100%	67%

2020-21 Academic outcomes (qualitative):

Maths tutoring 1:1

Y6 Pupil

'It is useful to recap on my learning. I enjoy it.'

Maths tutoring 1:2

Y5 Pupil

'I learnt a lot!'

Maths booster groups 1:1

Y6 Pupil

'I love going to them, they are really good. They are challenging.'

Reading Tutoring 1:1 (ARCH)

Y3 Pupil

'It helped me get better at reading.'

Reading Tutoring 1:1 (Reading Quest)

Y3 Pupil

'I really enjoyed getting better at reading. It was fun!'

2020-21 Pastoral Results (qualitative):

Outdoor learning nurture group

'I like everything about it. I really enjoy making food on the fire. It makes me happy.' Y4 Pupil

'It's fun! You get to cook and it takes my mind off things.' Y4 Pupil

Outdoor learning (whole class)

'It is always adventurous. We learn in a new and fun way.' Y5 Pupil

'It is best when the weather is good! The outdoor artwork is always really fun.' Y5 Pupil.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
High-quality teaching across the curriculum	<p>Deputy Head and Head focusing on children eligible for PP during book monitoring and observation of PPA lessons.</p> <p>Remote learning was monitored by leadership and appropriate support provided by English and Maths Coordinators.</p>
Pupils eligible for PP can demonstrate consistently good behaviour for learning in lessons	<p>Appropriate interventions to support emotional literacy and resilience for learning e.g. outdoor learning, play therapy, additional TA support in class</p> <p>Staff training with Family Links</p>
Pupils eligible for PP have access to a rich and varied vocabulary	<p>Pupils eligible for PP receive £25 for books from the school book fairs.</p> <p>Additional reading interventions for individuals and groups through Quest for Learning and ARCH</p>
Pupils eligible for PP experience extra- curricular activities and enrichment opportunities	<p>Pupils eligible for PP are entitled to one free extra-curricular club per term and are given preferential treatment to ensure a place</p> <p>All pupils eligible for PP will attend fully funded residential in year 5 and 6</p>
The parents of children who are eligible for PP engage with school to the same extent as parents who have children who are not eligible for PP	<p>Proactive communication through leadership team, class teachers and teaching assistants to encourage attendance at school events relating to their children's learning</p>
Pupils eligible for PP have an attendance of over 96%.	<p>Proactive approach to ensuring high attendance and punctuality through careful monitoring and follow up meetings. Reward systems are used to</p>

	<p>encourage high attendance and punctuality Breakfast Club places available to encourage high attendance and punctuality (Autumn 2020 no breakfast club due to Covid restrictions, will resume asap) Leadership presence on gate every morning</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p> <p>High-quality teaching across the curriculum</p> <p>Pupils eligible for PP can demonstrate consistently good behaviour for learning in lessons</p> <p>Pupils eligible for PP have access to a rich and varied vocabulary</p> <p>Pupils eligible for PP experience extra- curricular activities and enrichment opportunities</p> <p>The parents of children who are eligible for PP engage with school to the same extent as parents who have children who are not eligible for PP</p> <p>Pupils eligible for PP have an attendance of over 96%</p>	<p>Greater consistency of effective learning opportunities evident on remote learning platform after additional support provided by coordinators</p> <p>100% of pupils eligible for Pupil Premium regularly completed learning during the Jan-March 2021 lockdown</p> <p>All pupils eligible for Pupil Premium were provided with a total of £50 worth of high-quality reading texts</p> <p>100% of pupils eligible for Pupil Premium attended the Year 5 residential and the Year 6 activity days (residential to Wales not possible due to Covid restrictions)</p> <p>100% of parents who have children eligible for pupil premium attended both parent consultation events (phone or face to face)</p> <p>Excluding Covid related absences, pupils eligible for pupil had a 96% attendance rate overall</p>

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
Play Therapy	Clear Sky

Outdoor Learning Nurture Group	Wild Ways
Outdoor Learning	In Our Element
Maths Tutoring 1:1	Private Tutor
Maths Tutoring 1:2	Private Tutor
Maths booster groups 1:6	Private Tutor
Reading Tutoring 1:1	Reading Quest
Reading Tutoring 1:1	ARCH