



St Mary and St John Church of England Primary School

'Let all that you do be done in love.'
1 Corinthians 16:14'

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2022 to 2023 academic year 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 & St John CE Primary School
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Rebekah Stott + Full GB
Pupil premium lead	Annis Akhtar
Governor lead	Sarah Franklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,605
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total before Comper contribution	£78,275
Contribution to Comper School for Reception Year children Amount transferred to Comper: calculated pro rata based on the number of children in Reception eligible for this funding (pupil premium and recovery premium funding)	(£7,650)
TOTAL ST MARY & ST JOHN PRIMARY SCHOOL BUDGET FOR 22-23	£70,625

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 be the best that we can be.

Objectives

- All children to thrive and achieve.
- All children to feel safe and to be supported, engaged and challenged while enjoying their learning.
- All children to have access to opportunities across the curriculum.

Principles

The principles behind our strategy plan are inclusion, curiosity and aspiration.

- We will ensure that teaching and learning opportunities meet the needs of all the pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals are disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being 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

When making decisions about using pupil premium (PP) funding we consider the context of the current cohort of the children in school and the challenges they face, alongside research conducted by the Education Endowment Foundation. 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, more limited access to extra-curricular and enrichment opportunities, 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” approach.

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

Children’s learning is supported by high quality teaching in the classroom, across the curriculum, using high quality resources (eg White Rose, Purple 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.

Our work through PP funding will be aimed at moving children to at least age-related expectations (ARE), accelerating progress as necessary.

- Allocating additional support to children in need of closing gaps in their learning
- 1:1 support
- Use of play therapy, outdoor learning and other nurture groups
 - In school nurture groups and nurture room (My Space)
 - Lunchtime nurture/behaviour support clubs in the My Space room
 - Lunchtime enrichment activities
 - ELSA support
- Additional teaching and learning opportunities provided through trained TAs
- Supporting transition from primary to secondary and transition internally and from EYFS
- Additional learning support
- Ensuring all children have first-hand experiences from educational visits, extra-curricular activities and residentials to use in their learning in the classroom (supporting this financially if necessary).
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Mary & John values and thus enhance learning.

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

Challenges

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

Challenge number	Detail of challenge
1	Misconceptions not identified early enough
2	Inconsistent behaviour for learning, especially for pupils with social and emotional needs which affect learning
3	Weak language and communication skills
4	More limited access to extra-curricular and enrichment opportunities
5	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
1. Misconceptions are identified early by teachers, to ensure closing of learning gaps Higher attaining pupils are challenged	<ul style="list-style-type: none"> • Children's progress is in line with or better than ARE. • Children are engaged in lessons and able to articulate own ideas.

	<ul style="list-style-type: none"> ● High quality work and discussion for all pupils. ● PP children accessing additional group support with qualified teacher (both more able and those needing support).
2. Pupils eligible for PP can demonstrate consistently good behaviour for learning in lessons	<ul style="list-style-type: none"> ● ELSA time for children needing support to work through situations where wellbeing is a concern and build positive mental health a impacts behaviour positively. ● Pastoral support from DHT gives children time and space to articulate worries and concerns. ● Play therapy enables children to work through concerns and help children to self-regulate and articulate what they need. ● Physical and mental wellbeing encouraged by Outdoor learning specialist.
3. Pupils eligible for PP have access to a rich and varied vocabulary	<ul style="list-style-type: none"> ● Access to high quality texts in the classroom, specifically matched to the needs of the children, engages them in learning and develops a broader vocabulary. ● PP children have £25 towards books when touring book company visits so that they have high quality texts at home.
4. Pupils eligible for PP experience extra-curricular activities and enrichment opportunities	<ul style="list-style-type: none"> ● PP children have first-choice access to after-school enrichment clubs giving the same opportunities as their peers. ● Costs of trips and residential is subsidised or fully funded for PP children if needed giving the same opportunities as their peers. ● Any event with a monetary cost is subsidised or fully funded for PP children if needed giving the same opportunities as their peers.
5. Pupils eligible for PP have access to technology to facilitate home learning	<ul style="list-style-type: none"> ● PP children have access to laptops loaned by school for the duration of their time with us, giving the same opportunities as their peers.
6. Pupils eligible for PP have attendance of over 96%	<ul style="list-style-type: none"> ● Family Links parenting courses running twice a year to support and engage parents in school life. ● DHT tracks attendance of PP children and builds relationships to encourage higher attendance. ● Breakfast Club to support attendance and give a calm start to the day.

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: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching across the curriculum	Education Endowment Foundation (EEF) research.	1, 2, 3
Training for curriculum needs	EEF research.	1, 2, 3
1:1 support and small group work with disadvantaged pupils	EEF research.	1, 2, 3

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led interventions (8:30-9am)	EEF research.	1, 3
Teacher led Maths group and 1:1 – support towards achieving ARE		1, 3
Teacher led English group and 1:1 – support towards achieving ARE		1, 3
Pupils eligible for PP receive £25 for books from book fairs	EEF research.	3
Additional reading interventions for individuals and groups.		3
Additional support in class to overcome barriers to learning and aid focus	EEF research.	1, 2

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	EEF research. Government green paper on importance of mentally healthy schools.	2, 3
Pupils eligible for PP are entitled to one free extra-curricular club per term and are given preferential treatment to ensure a place	EEF research. Extra-curricular and enrichment activities enrich the overall educational experience and broaden horizons. They have the potential to build self-esteem and confidence and may encourage measure and appropriate risk taking.	4
All pupils eligible for PP will attend residential in Year 5 and Year 6, fully funded if necessary		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	EEF research. Government green paper on importance of mentally healthy schools.	2, 3
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 (subsidised/fully funded if necessary) to encourage good attendance and punctuality. Leadership presence on gate every morning to engage with children and families.	Poor attendance has a negative impact on pupil outcomes.	5

Total budgeted cost: £70,500

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 2021 to 2022 academic year.

2021-22 Academic outcomes (quantitative):				
End of Year 6 teacher assessment of pupils meeting ARE				
Year group	Maths	Reading	Writing	Combined
Year 6 (All pupils)	69%	72%	71%	62%
Year 6 (Non PP)	76%	76%	76%	69%
Year 6 (PP) 9 pupils	33%	56%	44%	22%
* 9 PP children include: 1 child with EHCP, 1 child who was absent for assessments, 1 child with significant needs associated with EAL (accounting for 3 individual children).				
2021-22 Academic outcomes (qualitative):				
Reading Tutoring 1:1 (ARCH)				
"ARCH is really good! I get to read books and play games. It has helped me improve my reading."				
2021-22 Pastoral outcomes (qualitative):				
Outdoor learning nurture group				
"I love gathering sticks and using the steal to create a spark and light a fire. Outdoor Learning is exciting and makes me happy!"				
Outdoor learning (whole class)				
"I really enjoy Outdoor Learning because I get to be outside and learn in nature. We also get to learn about being safe outdoors and build dens which is lots of fun!"				

Measure	Details
High-quality teaching across the curriculum	<p>Greater consistency of effective learning opportunities was evident through learning walks, book monitoring and staff performance management.</p> <p>Pupil profile targets were shared with parents and regularly implemented in class.</p> <p>Remote learning was monitored by leadership and appropriate support was provided by English and Maths Coordinators.</p>

Pupils eligible for PP can demonstrate consistently good behaviour for learning in lessons	100% of pupils eligible for PP demonstrated an awareness of their learning journey, as observed from learning walks by the leadership team and pupil feedback.
Pupils eligible for PP have access to a rich and varied vocabulary	All pupils eligible for PP were provided with a total of £50 worth of high-quality reading texts.
Pupils eligible for PP experience extra-curricular activities and enrichment opportunities	100% of pupils eligible for PP attended the Year 5 residential and the Year 6 activity days.
The parents of children eligible for PP engage with school to the same extent as parents who have children not eligible for PP	100% of parents with children eligible for PP attended both parent consultation events (phone or face to face). Proactive communication by leadership team, class teachers and TAs with parents of children eligible for PP encouraged attendance at school events related to their children's learning.
Pupils eligible for PP have attendance of over 96%	Pupils eligible for PP had a 96% attendance rate overall.

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	In Our Element
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	ARCH
ELSA	Steph Freeman