



St John's Pupil Premium Strategy Statement 2021 - 2022

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's Infant and Nursery School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	31 st October 2021
Date on which it will be reviewed	10 th September 2022
Statement authorised by	
Pupil premium lead	Lana Gillam
Governor / Trustee lead	Jane Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24 075
Recovery premium funding allocation this academic year	£ 2 465
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	£ 26 540



Part A: Pupil premium strategy plan

Statement of intent

Our key principles are to provide a broad and balanced curriculum for our pupils whilst striving for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education and to foster a love of learning.

Our Priorities are:

- Ensuring all pupils receive quality first teaching during lessons
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Overcoming barriers to learning is at the heart of our Pupil Premium Grant 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 student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate accordingly based on up to date research.

Challenges

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

Challenge number	Detail of challenge
1	Children often come into school with lower Reading baseline.
2	Children often come into school with lower Writing baseline.
3	Children often come into school with lower Maths baseline.
4	Some children are vulnerable and require high levels of pastoral support in order to be ready to learn and participate fully in school life.



5	Poor attendance, home circumstances, SEND needs as well as economic factors present significant obstacles for a small minority of children.
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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. Narrow the gap in Reading	Gap reduced by 10%
2. Narrow the gap in Maths	Gap reduced by 10%
3. Narrow the gap in Writing	Gap reduced by 10%
4. Provide pastoral support and or outside agency support at an individual level.	Children and families have access to additional support depending on need. e.g. Speech and Language, Educational Psychologist, family support worker, play therapy, nursing services and church food parcels
5. Ensure all children have access to the wider school opportunities.	Subsidised trips and support with attending lunch / after school clubs.

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and additional phonics lessons.	<p>EFF: 'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that</p>	1 and 2



	<p>effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy'</p> <p>PPG children will be daily readers; this will support and develop reading, which integrates both decoding and comprehension skills as well as application of phonics. Additional phonics small group interventions will be put in place support the children.</p>	
Develop pupils' speaking and listening skills and wider understanding of language	The EEF Improving Literacy in KS1 Evidence consistently shows the positive impact that targeted academic support can have, including on those that are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide academic support including how to link structured one to one or small group interventions to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.	1,2,3
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1,2,3

Targeted academic support

Budgeted cost: £ 8930

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions provided by teacher / Teaching Assistant in small groups	<p>EFF: 'The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.'</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>We will be using resources such as 5 min box, number stacks as well as the interventions provided by Integrated Learning Services.</p>	1, 2 and 3
Communication and language approach.	EFF: Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used	1,2,3 and 4



	<p>in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’.</p> <p>Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p> <p>Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. St John’s will use ‘WellComm’ a ready to use intervention.</p>	
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Wider strategies

Budgeted cost: £ 12 320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended day in Nursery	<p>EEF :</p> <p>Findings from studies that compare full-day early years provision to half-day provision are mixed. Evidence from the Effective Provision of Pre-school Education (EPPE) project in the UK found that, on average, children who received full day provision did not have higher early reading or numeracy outcomes compared to those who only attended for a half-day. However, some studies from the USA indicated that there was a moderate positive effect of attending full-day rather than half-day kindergarten. Across all studies, the average impact is approximately equivalent to three additional months’ progress.</p>	1,2,3,and 4
Emotional literacy, social and emotional support	<p>EEF: The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and</p>	4



	<p>valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. Access to Speech and Language, Educational Psychologist, family support worker, play therapy, nursing services, outside agency support and church food parcels.</p>	
Arts Participation	<p>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently noted.</p> <p>St. John's will be taking part in the Arts Mark.</p>	5
Working with parents to support the whole family.	<p>EFF: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over</p>	4 & 5



	the course of a year. Parents sessions will be set up based around the school development plan as well as wider interests.	
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Total budgeted cost: £ 26,540



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.

The academic outcomes were to narrow the gap in reading and writing, in Key Stage 1. As well as narrow the gap in the Prime areas of Nursery aged children. With the continued National Lockdown this proved extremely challenging coupled with an increase in the number of children who qualified for PPG throughout the lockdown.

Due to the high numbers of PPG in Nursery, who entered with low baseline data as well as high SEN needs within the group, additional adult support was provided to facilitate and support progress. Across the 3 prime areas; Communications and Language, Physical development and Personal, Social and Emotional Development there was an average 26% increase across the areas. However, the gap between PPG and Non PPG has continued to increase.

KS1 used the 'broadly' data for the end of Summer Term to assess the children. Reading is proving to be a strength with no gap between PPG and Non PPG in both Year 1 and Year 2. PPG out performed Non PPG in writing and Maths in Year 2, the opposite occurred in Year 1. Bounce Back groups were implemented during the Summer term to support children, tailored to meet the needs of the individual child. Many PPG children were invited to attend these sessions, progress varied from group to group.

Another focus was mental health and well-being. Some children have had exposure to trauma, experienced anxiety and or a decrease in emotional wellbeing due to the effects of lockdown. Increase in social services engagement during lockdown was noted. 'Heads Up Kids' programme was used across the school to support Children's well-being with direct links to lockdown as well as an overall increase in PSHE lessons. Well-being and transition support provided a foundation to enable the children to return to school successfully. Nurture groups for some children were set up or 1:1 support was provided. Children continue to access play therapy and the family support worker. The Church continued to support vulnerable families regarding weekly food parcels. We were also supported by an additional charity who provided weekly food bags for our vulnerable families.