

# St John's Infant and Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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
St John's Infant and Nursery School	
Number of pupils in school	179 (R – Y2)
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> )	2022 – 2025
Date this statement was published	20 December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alice Aharon
Pupil premium lead	Lana Gillam
Governor / Trustee lead	Jane Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42 890
Recovery premium funding allocation this academic year	£ 3 915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 46 805

## 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	Pupils entering have lower than expected standards in reading, writing and maths.
2	Pupils have high SEMH needs
3	Attendance is lower than national and rest of school
4	Families' financial constraints

## 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
All pupils to be able to identify and communicate how they are feeling and what could help and develop positive behaviour for learning skills.	Pupils show developed self-regulation, metacognition strategies and communication skills; They can speak about their feelings, identify causes and ways to overcome obstacles.
Good progress from starting points, in reading, writing and maths.	Early interventions, children have access to high level of Quality First teaching, parental engagement is high
All pupils to have access to co-curricular activities and learning experiences to support their academic learning.	A broad and rich co-curriculum which goes beyond the school curriculum. Children identify the value of being part of a wider community and have the opportunity to take part in developing into young citizens.

## 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: £ 5765

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking training for staff.	EEF suggests that behaviour support can increase academic progress by +4 months.	1 and 2
Reading and Comprehension: Develop questioning skills to support comprehension. Teacher training and Teaching assistant. Strategies to be used in class and during small group comprehension support.	EEF: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. 6 months	1

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

Budgeted cost: £ 14 650

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Phonics small group catch up: Use of Little Wandle rapid catch up programme.	EEF suggest using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence together with training and monitoring will increase +5 months. As well as small group tuition results in around +4 months.	1
Priority reading for all PPG children	Children might not get the opportunity to read daily with an adult. Use of TA's to support this.	1 & 2
Feedback form teachers : Priority marker / Feedback	All PPG children will be priority markers twice a week and will also have an adult to support 'Next Steps'. Both verbal and written feedback can improve by around 7 months.	1 & 2
Teacher and or Teaching Assistant support for mentoring, targeted academic support and well-being: EG: Social skills groups, catch up, 1:1 support', transition support, line of sight, sensory circuits and pre teaching.	Targeted intervention based on effective assessment of children's needs has a positive impact on children's learning 'where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching' EEF , + 4 months.	1 & 2

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

Budgeted cost: £ 26 390

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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Support with Social and Emotional. Eg: social skills groups, 'small garden approach, play therapy, emotional literacy, use of Jigsaw for PSHE online support and resources.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Around +4 months.	2
Parent support Eg: family support worker, Senior Leadership team, outside agency referrals, signposting.	Schools involving parents in supporting their children's academic learning. It includes: develop parental skills such as literacy or IT skills; approaches to encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Around +4 months	3 and 4
Wider curriculum experiences, uniform, snacks, and trips.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Around +3 months. Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to disadvantaged pupils. Being able to have access to correct uniform fosters pupils' sense of belonging to the school community.	1 and 4
Access to breakfast club and after school club	Families may need support for a wide range of reasons. Eg. Supporting parents back into work, providing food, calm start to the day for children where home can be not as calm etc	2, 3 and 4
Leadership	EEF states that teaching interventions can have an impact of 4+ months. The Inclusion leader is fundamental in ensuring that the interventions are informed and focused. Ensuring that all children eligible for PPG grant are identified.	1,2,3 & 4

**Total budgeted cost: £ 46 805**

## Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year and our own internal summative and formative assessments.

1. The data demonstrated that :
  - All PPG children in Year 2 have made expected progress in Reading, Maths and Writing, in line with starting points.
  - All PPG children in Year 1 have made expected progress in Maths and Writing, from starting points. 50% of PPG children have made accelerated progress in Reading and 25% in Maths.
  - 78% of PPG passed the Year 1 phonics assessment
  
2. 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. This proved to be extremely successful, many of our families continued to receive food parcels as well as top up food from a local charity. We continue to make referral, sign post families to outside agency support. In house pastoral support provided for children ranging from their Class Teaching Assistant to SLT and beyond.
  
3. Ensure all children have access to the wider school opportunities. Subsidised trips and support with attending lunch / after school clubs. Many families were financially supported for payments for trips, residential, school uniforms, PE kit, breakfast and after school clubs. No children were excluded due to lack of funding. Children had opportunities to take part in local sporting events, environmental outreach and other wider school activities. This support is invaluable to the families and will continue.

### 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

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

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