

# 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 John's Primary
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	2/12/2021
Date on which it will be reviewed	1/12/2022
Statement authorised by	Full governing body
Pupil premium lead	Tracey Caffrey
Governor / Trustee lead	John Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,645
Recovery premium funding allocation this academic year	£16,000
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	£205,645

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

### Context:

Benwell is ranked the third most deprived ward in Newcastle. The Lower Super Output area ranks as 110 most deprived out of 32,844 in England making it in the top 0.3%. A higher percentage of children come from low income families and lone parent households than the city average. There are lower levels of educational attainment for 16 year olds than the city average. A higher percentage of residents live in social rented households. Life expectancy and self-reported good health is lower than the city average.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
2	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing).
3	The Coronavirus pandemic has resulted in a number of children missing prolonged periods of school. Remote learning was difficult for some families, despite devices being provided. Evidence shows that the academic gap between PP and non-PP pupils has widened during the pandemic.
4	A high proportion of PP children are also EAL pupils who join the school with little or no English. This can impact on pupils' ability to reach the expected standard in both English and Maths.
5	Attendance rates for pupils eligible for PP are low compared to non-PP pupils. This reduces their school hours and causes them to fall behind.
6	A high number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn.

## 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
Progress in communication and language	Achievement for majority of pupils in line with ARE
Progress in writing	Achievement for majority of pupils in line with ARE
No gap between PP and non-PP children	All pupils achieve in line with national average
EAL pupils make strong progress	Achieve above average progress
Improved attendance	At least 96% attendance, low PA
Improved wellbeing, mental health and resilience	Early intervention: needs identified and addressed

## 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: £ 82835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Inclusion Leader (0.5 KS2 SEN support)</b></p> <p>Support pupils with additional needs – SEN/EAL</p> <p>Early identification of need and quick referral process to access appropriate support</p> <p>Dedicated non-teaching time to liaise with other professionals involved with families</p>	<p>“Providers must have arrangements to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long term outcomes for children.”</p> <p>DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.4</p>	1,3,4,6
<p><b>Full time nursery subsidy</b></p> <p>All pupils are offered 25 hours of nursery education.</p> <p>Additional support assistants EYFS</p> <p>Early intervention – children make rapid progress in order to be more school-ready by age 4.</p> <p>Any additional needs are identified early and appropriate support is put in place.</p>	<p>Word gaps are particularly pronounced in younger age groups. Early language acquisition impacts on all aspects of young children’s non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically and to learn to read and write. (Addressing educational disadvantage – Marc Rowland)</p>	1,2,3,4,6
<p><b>Specialist support for pupils with speech and language difficulties and autism</b></p>	<p>Waldfoegel and Washbook identified, when it comes to vocabulary at age five: There is a 27% gap between the lowest quintile and the highest. ‘Oral language, in particular, is a key indicator for future success’ (Addressing Individual Disadvantage’ Marc Rowland) On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.’ Strong evidence suggests oral language interventions,</p>	1,3,4

	including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impact on reading. 1,2,3 6 <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000 (*Academic Mentor 90% funded*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based tutoring	We appreciate that targeted interventions have the greatest positive impact if the teaching assistant is trained to deliver. We also recognise deploying teaching assistants in classrooms does not necessarily ensure positive outcomes.	1,3,4
Academic Mentor	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1,3,4

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

Budgeted cost: £ 108300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Officer/Parent Support</b> Attendance Officer employed to monitor pupils and follow up quickly on absences.</p> <p>First day response provision inc. home visits.</p> <p>Workshops for parents to encourage positive attendance and reduce term-time holidays</p> <p>Fixed term penalty referrals where attendance falls below 90% or term-time holidays are taken.</p> <p>Close liaison with Parent Support Adviser, Inclusion Leader and School Health to ensure needs are known and adequate support is in place to</p>	There is a clear link between poor attendance and lower academic achievement (DFE)	5

<p>address issues causing poor attendance.</p> <p><b>Educational Psychology additional time</b> Half day EP time bought in weekly to ensure all pupils with additional needs are assessed and supported in a timely manner</p> <p>Staff have access to professional support, advice and training</p> <p><b>Enriching and extending the curriculum to widen experiences for pupils</b> Spanish lessons weekly by a specialist teacher culminate in a visit to Barcelona for Y6 pupils</p> <p>Reading resources are high quality and given high profile. The school library is a bright, inviting place and is regularly re-stocked</p> <p>Running costs and maintenance of a mobile home for family holidays. Cost of ground rent plus utilities (insurance, gas and electric, water)</p> <p><b>Additional breakfast club staff and minibus escort to increase participation</b> Total of five breakfast club staff Morning minibus collection for children living more than 1 mile from school and facing additional challenge</p>	<p>“Providers must have arrangements to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long term outcomes for children.”</p> <p>DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.4</p> <p>EEF: We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>EEF study: Year 2 pupils in schools with a breakfast club experienced around two months’ additional progress in maths, reading and writing compared to year 2 pupils in the comparator schools. Year 6 pupils at breakfast club schools also experienced around two months’ progress in writing and English compared to year 6 pupils at other schools, when assessed by teachers, and promising results in reading and maths when assessed using standardized tests. Significant improvements in perceived whole class behaviour and concentration were identified, and absence data suggest that the intervention led to the equivalent of around 26 fewer half-days of absence per academic year for a class of 30, across all pupils.</p>	<p>1,6</p> <p>2</p> <p>4</p> <p>6</p> <p>6</p>
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**Total budgeted cost: £ 226135**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### 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.*