

# Pupil premium strategy statement 2021-2024

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 Meads CE Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	10.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	March 2022
Date on which it will be reviewed	July 2023, July 2024
Statement authorised by	Katherin Weeks, Headteacher
Pupil premium lead	Lara Cork, Assistant Headteacher +SENCO
Governor / Trustee lead	Karen Fletcher-Wright

## Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£23,448
Recovery premium funding allocation this academic year	£2,030
Pupil premium funding carried forward from previous years	£21,906
<b>Total budget for this academic year</b>	<b>£47,384</b>

## Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£23,545
Pupil premium funding carried forward from previous years	Nil
<b>Total budget for this academic year</b>	<b>£23,545</b>

## Part A – Pupil Premium Strategy Plan

### Statement of intent

*Our aim is that all pupils are supported to be emotionally literate, develop strong interpersonal skills and positive mental health in order to be ready to learn and achieve. Pupil Premium funding is used to enable the school to develop staff's expertise in Pastoral Support, as well as working with other agencies for the benefit of all pupils and their relationships with one-another.*

*Through a child-centred approach, we identify where eligible pupils can be supported academically, socially/pastorally, or through enrichment to help them achieve their potential and have a highly positive experience of school.*

***Due to the very small number of eligible pupils within the school, needs and barriers vary greatly and are difficult to generalise. Our strategy therefore includes 1:1 weekly adult 'check-in' time with each pupil. This time is used to ensure the pupil feels safe, known and listened to, has an opportunity to talk about worries/friendships and interests (to encourage access to enrichment), can be used to provide academic support and identify any welfare issues.***

### Challenges

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

Challenge number	Detail of challenge
1	<i>Not accessing enrichment (clubs, trips, music lesson)</i>
2	Potential for academic underachievement (national picture)
3	Social, Emotional and mental Health issues
4	Welfare issues (e.g. uniform)

## 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. To ensure that disadvantaged pupils have access to opportunities to develop wider skills and experiences.	Tracking of enrichment (clubs etc.) shows that almost all eligible pupils access some form of enrichment within an academic year.
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupil Voice about enjoyment of school, mental health, friendships and support from adults is strong, particularly for disadvantaged pupils.</p> <p>Parent surveys indicate that parents know how the school supports children and how they can access support.</p> <p>A rich curriculum offer including PSHE supports pupil wellbeing.</p> <p>Attendance of disadvantaged pupils is in line with peers.</p> <p>Pupils' understanding of bullying is secure.</p> <p>Reports of bullying are rare and pupil voice indicates that pupils feel issues are resolved.</p>
3. To improve oral language skills and vocabulary among all pupils, particularly disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
4. To improve reading attainment among disadvantaged pupils.	Reading outcomes at the end of each key stage show that disadvantaged pupils meet or exceed the expected standard.
5. To improve maths attainment for disadvantaged pupils.	Maths outcomes at the end of each key stage show that disadvantaged pupils meet or exceed the expected standard.

## Activity in the academic year (2021-2022)

This details how we spent our pupil premium (and recovery premium funding) in **2021-2022** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS training: *understanding attachment *co and self-regulation	Self-regulation is part of a whole school strategy to help children understand themselves, and their feelings and reflect on their behaviour.  This training supports the whole school approach and the recommendations from the <a href="#">guidance reports</a>	3
Speech and Language training	Our assessments and observations have shown that language development has been impacted by the pandemic, particularly for younger children.	2
White Rose CPD, with a focus on manipulatives and representation.	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2
Jolly Phonics CPD	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £2,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions for identified pupils (as part of Progress Planning)	Tuition targeted at specific needs and knowledge gaps can be an ef-	2

	<p>fective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Speech and Language assessments and interventions	<p>There is a strong evidence base that suggests oral language interventions have high impact on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded places in after school clubs/other enrichment and/or music tuition	<p>Research shows that arts participation can have a positive impact on academic outcomes in other areas of the curriculum as well as increased wellbeing and positive attitudes to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Physical Activity can provide wider benefits in terms of physical development, health and wellbeing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1,3
Place2Be Provision	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning</a></p>	3
Drawing and Talking Therapy		3
Nurture		3
Family Key Worker		3
1:1 weekly check ins	<p>Our own evidence shows that the needs and barriers to success for pupils eligible for funding are vastly different and therefore a personalised approach to support is needed, whereby pupils' individuals needs can be identified and addressed. This strategy has proven</p>	1,2,3,4

	particularly effective in supporting access to enrichment and identify welfare concerns.	
Supply of uniform	Our own experience has identified a need to support children and families in other ways.	4

**Total budgeted cost: £47,300**

## Other

Our Pupil Premium Strategy is further supported through whole school training, which we have accessed through iSEND (CLASS and ESBASS), including Nurture and Emotional Regulation. Staff have received training on the 'PACE' approach to behaviour through an adoption support service (PACT).

We are also using our Sport Premium to support positive mental health through the development of outdoor learning. This has included forest school and orienteering training.

Through our EIP, we are accessing Talk4Writing Training, which will further enhance provision for the development of language skills.

## Activity in the academic years (2022-2024)

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

2022-2023 Budgeted cost: £23,545 (overspend will come from the school's main budget)

2023-2024 Budgeted cost £24,735 (overspend will come from the school's main budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded places in after school clubs/other enrichment and/or music tuition	<p>Research shows that arts participation can have a positive impact on academic outcomes in other areas of the curriculum as well as increased wellbeing and positive attitudes to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Physical Activity can provide wider benefits in terms of physical development, health and wellbeing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1,3

Place2Be Provision	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	3
Drawing and Talking Therapy		3
Nurture		3
Family Key Worker		3
1:1 weekly check ins	<p>Our own evidence shows that the needs and barriers to success for pupils eligible for funding are vastly different and therefore a personalised approach to support is needed, whereby pupils' individual needs can be identified and addressed. This strategy has proven particularly effective in supporting access to enrichment and identify welfare concerns.</p>	1,2,3,4
Supply of uniform	<p>Our own experience has identified a need to support children and families in other ways.</p>	4

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

### 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.*

*2020-2021 Intended outcomes*

**Teaching:**

*Outstanding behaviour and attitudes to learning across the school*

*Children feel that conflicts between peers are resolved effectively*

*Staff subject knowledge in maths teaching and pedagogy is increased*

***How successfully were these met?***

Both internal and external monitoring shows that pupils have positive attitudes to school and learning. The teaching of maths is a strength; this is demonstrated through pupil outcomes (internal data – Year 2 EXS Maths 87%, Year 6 74%, Year 2 Maths GDS 17%, Year 6 32%). Pupil Voice survey March 2021, 93% pupils felt that bullying either didn't happen or adults were good at resolving it.

**Academic Support:**

*Attainment gaps in reading, writing and maths between those eligible for funding and those not, are closed or closing*

*Small steps targets are achieved*

*Interventions are effective*

*Pupils eligible for funding achieve ARE or above*

***How successfully were these met?***

Internal data shows that there was no achievement gap in Maths and Writing in year 2 at expected standard (-4% in reading) and no gap at greater depth standard in any subject. In Year 6 there was no gap at expected standard, with -5% at greater depth standard in reading and -8% in maths. Where gaps still exist, these compare favourably with the national disadvantaged gap.

Y2 ARE Reading 67%, writing 100%, Maths 100%

Y6 ARE reading, writing, maths and SPAG 100%

**Wider Approaches:**



*Attendance of eligible pupils is in line with school targets*  
*Pastoral interventions are effective*  
*Parents and children feel supported*  
*Children have positive attitudes to learning and school*  
*Children have positive self-image*

***How successfully were these met?***

As part of the focus of a 'Peer Review', Pastoral support was reviewed through pupil and parent voice.

The children were able to provide examples of times when they had been helped and others had helped them. They spoke positively about the small and caring nature of the school community when listing the many things they liked about the school... The children were clear on the strategies shared and obviously felt well supported by the school. The range of strategies for support and guidance at class and whole school level was extensive and based on pupils responses also delivering impact.

(Peer Review Report)

*"There was a time when I was trying to solve everything myself but now the school is so supportive in meeting [my child's] needs."*

*"The Christian ethos is very apparent in the way they support both children and their families."*

**The review concluded:** Parents and pupils are universally positive about the many ways in which the school supports their children's emotional wellbeing which they saw as being underpinned by a Christian ethos.

This details the impact that our pupil premium activity had on pupils in the **2021-2022 academic year.**

2021-22 Intended outcomes

1. **To ensure that disadvantaged pupils have access to opportunities to develop wider skills and experiences.**

The school offers a broad and rich curriculum, which promotes diversity and supports mental health. This includes specialist provision for music, art, language and culture, access to Forest School and Beach School and regular outdoor learning. Our tracking shows that the percentage of children eligible for pupil premium who engaged in clubs across the year was 79%, with access increasing term on term through our intervention.

**2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

The school has good attendance over a three year period (>97%), with no suspensions or permanent exclusions and very low persistent absence (Autumn 2020 and Summer 2021 in the lowest 20% of all schools). Pupil Premium attendance is 94%.

We are proud to have achieved an ‘Excellence in Pupil Development’ award (April 2022). This is evidence that the school provides a range of rich experiences to enhance the curriculum and support pupils’ personal development, including developing skills and talents.

**3. To improve oral language skills and vocabulary among all pupils, particularly disadvantaged pupils.**

This is an ongoing area of focus for all pupils and is now a strand in the school’s development plan.

**4&5. To improve reading and maths attainment among disadvantaged pupils.**

At the end of key stage 2, across all subjects, pupil premium pupils achieved better outcomes at expected standard than disadvantaged pupils nationally.

**Expected attainment**

St Johns Meads	Pupils	National - DIS	Term 6
Reading	4	64%	75%
Writing		67%	100%
Maths		64%	75%
GAPS		67%	100%
Combined		51%	75%

There is no in school attainment gap at Greater Depth Standard for disadvantaged pupils.

A greater proportion of disadvantaged pupils achieved GDS compared to disadvantaged pupils nationally.

**Greater depth gap**

St Johns Meads	PP Pupils	Non Pupils	National	Term 6
Reading	4	28	-15%	46%
Writing			-13%	18%
Maths			-14%	7%
GAPS			-15%	11%
Combined			-8%	21%

**Greater depth attainment**

St Johns Meads	Pupils	National - DIS	Term 6
Reading	4	18%	75%
Writing		11%	25%
Maths		14%	25%
GAPS		24%	25%
Combined		4%	25%

This details the impact that our pupil premium activity had on pupils in the **2022-2023 academic year**.

1. **To ensure that disadvantaged pupils have access to opportunities to develop wider skills and experiences.**

The school offers a broad and rich curriculum, which promotes diversity and supports mental health. This includes specialist provision for music, art, language and culture, access to Forest School and Beach School and regular outdoor learning. As a result of pupil voice, the range of clubs was extended to include science, geography and net-ball.

2. **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

Place2Talk	
Number of children seen	102
Number of session held	152

One-to-one counselling	
Number of children seen	16
Number of session held	174
Key themes emerging	understanding emotions better, developing emotional literacy, encouraging resilience and building on identity, and self-esteem.

*The Place2Talk provision has been incredibly busy and has proved an effective way for the children to reach out with their worries, it has also been beneficial for the MHP to meet a large percentage of the school children and begin to build a trusting, safe space for them.*

*Place2Be annual report*

**Attendance:**

	Whole School	Pupil Premium	SEND	National
2020-2021	97.86%	96.37%	97.57%	80.8%
2021-2022	94.4%	93.85%	94.36%	92.8%
2022-2023	95.23%	92.91%	94.43%	92.5%

**4&5. To improve reading and maths attainment among disadvantaged pupils.**

Whilst the number represented is small, disadvantaged pupils achieve better than national in reading and maths.

**2023 Expected Attainment**

Year 6	Pupil no.	National - DIS	Term 6
Reading	4	62%	75%
Maths		56%	75%

**2023 Greater Depth standard**

Year 6	Pupil no.	National - DIS	Term 6
Reading	4	17%	50%
Maths		12%	25%