



Pupil premium strategy statement



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 to 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Shevlyn Byroo
Pupil premium lead	Shevlyn Byroo
Governor / Trustee lead	Jenny Barnard-Langston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23,680.00



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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

School Context

- St John's Meads CE Primary School is a one form entry school where rates of Free School Meal (FSM) eligibility are considerably lower than national, with 11.5% receiving Pupil Premium funding and are officially identified as 'Disadvantaged'.
- It has one of the lowest number of pupils eligible for of Pupil Premium funding in the Eastbourne area.
- The school is located in the Meads area of Eastbourne, but does draw on the wider urban area Eastbourne and has historically been a 'destination school' in that parents drive past other schools on the school run.

Strategy

Our pupil premium strategy is rooted in a quality first teaching whole school culture which the progress and attainment to ensure that all children are high attaining and ambassadors of our curriculum intent:

Light in the darkness', living life to the full, worshipping and working so that everyone may flourish and achieve their God-given potential.

We have high aspirations and ambitions for our children and are aligned to our Trust mission for 'Every child to achieve their God given potential'.

Key Principles

- **Light in the Darkness:** Our Pupil Premium strategy is rooted in our vision of being a '*Light in the darkness.*' We are committed to removing barriers that hinder learning and progress, enabling every child to grow in confidence and achieve their God-given potential.
- **Living Life to the Full:** We seek to provide all pupils, particularly the 11.5% who are disadvantaged, with opportunities to live life to the full. This includes ensuring they are at school receiving high-quality teaching, targeted interventions, and enrichment experiences that nurture the whole child—academically, spiritually, socially, and emotionally.
- **Worshipping and Working Together:** Our strategy reflects our belief in community and collaboration. By working together with families, staff, and external partners, we create a supportive and faith-filled environment in which every child can flourish.



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- **Equity and High Expectations:** We hold high expectations for all pupils, recognising that disadvantage does not equate to low ability. Every child, regardless of background, is capable of achieving excellence, and we are dedicated to providing the support they need to succeed.
- **Individualised and Inclusive Support:** While our proportion of disadvantaged pupils is relatively low (12%), we understand that needs can exist beyond formal eligibility criteria. Our approach is tailored to ensure all pupils facing challenges—whether visible or hidden—receive the necessary support to thrive. Interventions are designed inclusively, avoiding stigmatisation and fostering a sense of belonging for all.
- **Evidence-Led Decisions:** Our allocation of Pupil Premium funding is informed by evidence-based research, self-evaluation, and reflective practice. We focus on strategies and activities that are proven to have a meaningful impact on pupils' attendance, safeguarding, progress, attainment, and well-being.
- **Flourishing for All:** At the heart of our strategy is the belief that every child is uniquely created and called to flourish. By providing tailored support and enrichment opportunities, we aim to ensure that all pupils, including the disadvantaged, achieve their full, God-given potential and contribute positively to their communities.
- **Ambition Beyond the Numbers:** We are mindful that living in an area that is less deprived can sometimes mask individual struggles. Our strategy ensures that no child is left behind, focusing on each pupil's unique journey to success and well-being, irrespective of their socioeconomic status.

Recent Initiatives / Improvements:

- The School is determined to create a positive culture in which everyone can reach their full potential; staff model and promote key behaviours of being: passionate, dedicated, resourceful, ambitious and resilient.
- Cohesive leadership team at all levels including a designated Teaching and Learning Coach established across phases to continue to improve quality of teaching, ensure greater consistency in practice and increase the percentage of outstanding teaching across the school
Families and pupils in early need of support identified and early intervention in place in years 1/2 and EYFS through: ELSA trained staff member within EYFS and KS1 team, home visits conducted prior to EYFS September start, strong developed links with pre-school to ensure effective transition into school
- Broader use of research to inform decision making and policy – EEF/ The Updated guide to Pupil Premium (Marc Rowland)/ The Inclusive Classroom/ (Daniel Sobel & Sara Laston) /Equitable Education (Sameena Choudry)/ Obstetrics Schools (Rachel MacFarlane) /Reaching the Unseen Children (Jean Gross)/ Learning Without Labels (Marc Rowland)
- Improve writing outcomes, with a focus on boys who are disengaged with writing due to lack of experiences and opportunities to display creativity at home, through purchasing and using engaging texts with high level vocabulary exposure
- Embedding the teaching of spelling through daily targeted teaching to increase writing outcomes as a result of legacy of speech and language barriers and exposure to language poor environments at home
- Development of Pupil Mentoring- one to one feedback sessions between staff and pupils to facilitate rapid progress, increase pupil autonomy, develop pupils' passion for and ability to articulate their learning



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- Focus on the teaching of reading across the school and developing a culture of reading for pleasure in homes where there may be a lack of rich and engaging reading resources.
- Poor communication and language skills means daily teaching of vocabulary to widen use of vocabulary and knowledge to improve pupils' ability to communicate and articulate
- Weekly debates and discussions in order to broaden children's cultural awareness and improve their ability to persuade and give reasons for their articulation as a result of their lack of exposure to a mix of cultures and lack of opportunities to explore national and international current affairs due to living in limited exposure.
- Develop the use of group sessions and targeted activity sessions at recreational times to reduce social isolation and develop social skills due to social isolation leading to poor social skill
- Implementation of rigorous process to successfully transition and monitor pupils who join the school within the academic year due to increase of internal mobility within the academic year of 2020-21 particularly within the remote learning periods.

As a school we are developing our provision to ensure that pupils make secure progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related or above expectations and as they move through the school. We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the EEF documents publication and other research-based literature from current specialist to inform our decision making.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance and PA</i>
2	'Small' numbers of disadvantaged children are not overlooked in their wellbeing
3	Outcomes in Year 6
4	Phonics

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.



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Intended outcome	Success criteria
Strong attendance	Raise attendance and reduce Persistent absence of disadvantaged children [The gap is 1.44% and 5.49% respectively]
Safe	Ensure that needs of disadvantaged children are met with a clear focus on Behaviour, Attendance and Safeguarding
Strong end of KS2 outcomes	Year 6 outcomes in RWM combined and individually are above the National average
Strong phonics outcomes	Phonics outcomes are above the national average

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching CPD for all teachers 1) Phonics hub 2) Weekly coach in school every week for a day <u>Cost: £17,100</u>	A meta-analysis by Kraft et al. (2018) found an overall positive effect of teacher coaching programmes—an effect that potentially out-performs other forms of teacher development or school-based interventions. This is a good study that presents solid evidence of effectiveness.	3 and 4
Safeguarding, Attendance and Behaviour Leader – extra capacity <u>Cost: £6,580</u>	In summary, research supports the notion that appointing a staff member dedicated to focusing on children's attendance and safeguarding can lead to improved attendance rates, better academic performance, and a safer, more supportive school environment: Impact on Attendance and Academic Performance	1 and 2, but will also impact on 3 and 4



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	<p>A study published in the journal <i>School Staffs' Experiences of Supporting Children with School Refusal</i> highlights that children's absence from primary school is associated with lower attainment and social difficulties. The research underscores the importance of addressing attendance issues to improve educational outcomes.</p> <p>Taylor & Francis Online</p> <p>Safeguarding and Attendance Data</p> <p>An article from Services for Education discusses how safeguarding and attendance data are interconnected. It emphasizes that children who do not attend school are often at higher risk, whether from those in the home environment or contextual safeguarding issues in the local area. The piece suggests that focusing on attendance can help identify and mitigate these risks.</p> <p>Services for Education</p> <p>Building a Culture of Community and Belonging</p> <p>The Education Endowment Foundation advises that creating a culture where pupils feel seen, understood, and safe is crucial for supporting attendance, especially for more vulnerable students. This approach can lead to improved attendance and academic performance.</p> <p>Education Endowment Foundation</p> <p>Children Learn Best When They Feel Safe and Valued</p> <p>A review of 46 studies on the impact of strong relationships between teachers and students found that such relationships have positive effects on academics, attendance, and behaviour. This suggests that fostering a supportive environment can enhance both attendance and safeguarding.</p> <p>Fordham Institute</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions are already built into the school budget		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
See above		

Total budgeted cost: £23,680



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 Outcomes				
KS2 performance summary				
	Actual results			
	2022	2023	2024	
Number of Pupils / % Matched	4	3	4	
% Expected standard+ (Re, Wr, Ma)	75%	33%	0%	
% Higher standard (Re, Wr, Ma)	25%	0%	0%	
Average Scaled Score (Re, GPS, Ma)	104.5	107.7	96.6	
Average Scaled Score (Re, Ma)	104.8	108.5	97.3	
% Expected standard+ Reading	75%	100%	50%	
% Higher standard Reading	75%	67%	0%	
Scaled Score Reading	108.3	110.3	99.0	
% Expected standard+ Writing	100%	33%	50%	
% Higher standard Writing	25%	0%	0%	
Scaled Score Writing	105.5	95.0	94.0	
% Expected standard+ Maths	75%	100%	0%	
% Higher standard Maths	25%	33%	0%	
Scaled Score Maths	101.3	106.7	95.5	
% Expected standard+ Grammar, Punctuation & Spelling	100%	100%	0%	
% Higher standard Grammar, Punctuation & Spelling	25%	33%	0%	
Scaled Score Grammar, Punctuation & Spelling	107.3	107.0	96.5	
% Expected standard+ Science	100%	67%	100%	
2021-22 [2 SEND]				
FSM	FSM	3	9%	25%
	Not FSM	29	91%	75%



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Phonics Screening Check										
Statistic	2018-2019		2021-2022		2022-2023		2023-2024			
	School	National	School	National	School	National	Cohort	School	National	
% of pupils passing in Year 1	-	82%	53%	75%	79%	79%	29	79%	~ 80%	
% of pupils passing check by end of Year 2	-	91%	-	87%	82%	89%	29	97%	~ 91%	

Attendance

Attendance	2024-25	2024-25 to date
All	94.07%	95.38%
FSM	92.14%	93.77%

PA	2024-25	2024-25 to date
All	8.82%	14.36%
FSM	14.29%	33.34%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics	Phonics Hub