

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 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
School name	St John & St James' CofE Primary
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 to 2024-2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	June 2025
Statement authorised by	Central Governing Board
Pupil premium lead	Grace Gladstone
Governor / Trustee lead	Donna Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,262
Recovery premium funding allocation this academic year	£6,000
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	£110,262

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support and challenge disadvantaged pupils to achieve the best possible outcomes and ensure they are continuing to make good progress from their starting points.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.

4	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, particularly at higher standard.
5	Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
6	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
7	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
8.	Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.

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
Improved oral language skills and vocabulary among 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Experiences and visitors planned for all pupils across the year</p>
<p>To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects</p>	<p>Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.</p>

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able</p> <p>Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points.</p>	<p><u>EEF guide to Pupil Premium</u> suggests that quality first teaching is the key to improving outcomes for disadvantaged pupils. Leaders to be released to support across the school to improve quality first teaching. Team teaching and planning, modelled lessons and coaching sessions. CPD</p> <p><u>Supporting the Attainment of Disadvantaged Pupils</u> identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p>	<p>1, 2, 3, 4</p>
<p>Release time for leaders to provide additional coaching / mentoring/ team teaching and bespoke CPD to support for Early Career Teachers, new to school induction or additional support to teachers identified across the school through monitoring activities in order to ensure consistency in outcomes for all pupils.</p>	<p><u>Coaching for teaching and learning: a practical guide for schools</u> identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p>	<p>1, 2, 3, 4</p>
<p>Release time for leaders to develop CPD to support teachers and support</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic</p>	<p>1, 2, 3, 4</p>

<p>staff deliver oral language interventions through the teaching of explicit vocabulary, the use of structured questioning to developing reading comprehension and developing oracy skills.</p>	<p>activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p><u>Making Best Use of Teaching Assistants</u> identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of social and emotional learning and pupil wellbeing. These approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	<p>8</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specific teaching assistant to lead language sessions and school based catch up interventions across the school.	<p><u>Communication and language approaches</u> emphasise the importance of spoken language and verbal interaction for 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, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p>	1, 2, 3, 4
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 2, 3, 4, 6, 8
Employ an additional teacher 0.6 to allow identified classes to be taught in smaller groups for reading and maths to target misconceptions and support learners.	<p><u>Small group tuition</u> has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).</p>	1, 2, 3, 4, 6, 8

<p>Online mathematics programmes including: Third Space 1:1 interventions, timestable Rock stars and maths Quiz</p>	<p>Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p>1, 2, 3, 4, 6, 8</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment opportunities including: subsidised residential visit (Kench Hill) for children in receipt of the pupil premium grant and school trips</p>	<p>The EEF, consider evidence based research unpicking the ‘enriching of education’ and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>5, 6, 8</p>
<p>Subsidised extend day including ASC, BC and curriculum club offer for disadvantaged pupils</p>	<p>Planning to get the most from any extra time is important. It should meet pupils’ needs and build on their capabilities. EEF research indicates that, on average, pupils make two additional months’ progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months’ additional progress. Before and after school programmes with a clear structure, a strong link to the curriculum, are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).</p>	<p>5, 6, 8</p>
<p>Release leaders to deliver parent workshops: phonics, reading, maths, computing to develop skills in supporting</p>	<p>The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning</p>	<p>7</p>

children at home and to give an overview of learning at SJSJ	that takes place in the home learning environment (EEF, 2021).	
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Total budgeted cost: £100,000

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 2023 to 2024 academic year.

Statutory Assessment – End of KS2 Results 2024			
	PPG	National PPG	National (all children)
Reading	100%	62%	74%
Writing	93%	58%	72%
Maths	79%	59%	73%
RWM	79%	45%	61%

Teaching:
We believe that disadvantaged pupils can thrive in the classroom and attain well due to the school having high expectations, high quality teaching and inclusivity. Some of our Pupil Premium children have significant additional needs and vulnerabilities. Data and learning in books demonstrates that in all year groups, disadvantaged pupils made expected or better than expected progress in reading, writing and maths from their starting points and gaps are closed by the end of Ks2. Our Senior Leadership Team work closely with staff to ensure children's barriers to learning are clearly understood, the learning is adapted skilfully to meet the needs of all learners within the school and the robust monitoring processed enable us to measure the impact; making refinements to the provision where necessary.

Targeted Support:
Senior Leaders ran tuition groups after school and during assemblies to support raising the attainment of pupils across the school. Termly assessments demonstrate children's progress and supported leaders in monitoring these interventions. Our speech and language therapist has worked closely with our teaching assistants to deliver daily SaLT interventions across the school. This has led to improved communication and language development for children receiving additional support. We also work closely with our Educational Psychologist and WAMHS clinician to identify ways to further support disadvantaged children throughout the school. Providing regular training for support staff, as well as teaching staff, has allowed us to provide consistency within the school and understand the importance of this.

Wider Community:
At St John & St James, we always aim to provide exceptional pastoral support to pupils and families. Parents report that they are made to feel like they belong in the school community and all children enjoy coming to school as they feel as they are valued and respected. Starting each day with mindfulness and referring to the zones of regulation at regular points throughout the day has had a positive impact on pupils' ability to regulate their emotions. We also provide regular opportunities for parents to come together for coffee mornings where the school's WAMHS clinician is available to provide further support.

Children across the school have benefitted from a range of educational trips, including Year 2 visiting St Pauls Cathedral and Buckingham Palace and Year 6 visiting the Bank of England and a West End musical.