

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 demonstrate 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 processes 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.