

## 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 CEVA Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Carole Brown/Siobhan Eastwood
Governor Lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,760
Recovery premium funding allocation this academic year	£ 1000
Pupil premium funding carried forward from previous years	£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	£15,760

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils belonging to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that pupils who receive free school meals will not necessarily be disadvantaged in their learning.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring that the quality of teaching experienced by all children is improved by developing teaching methods to support pupil needs.
- Some additional teaching and learning opportunities will be provided through the class teacher.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support including small group/1:1 sessions
- Support payment for uniform, activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Emotional support through ELSA programme.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths
2	Attainment gap in children achieving greater depth particularly in writing

## 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 Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths

## 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: £ 15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supply teacher appointed to work within Year 6 cohort to allow Year 6 teacher to teach small groups</i> <i>Teacher -</i> <i>Including on costs.</i>	EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that by the class teacher taking intervention groups the children we make more progress quickly.	1,2
<i>Supply teacher appointed to work across Key Stage 1</i>	EEF(+3) This will allow for the gaps in reading and phonics to be filled.	1

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

Budgeted cost: £510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group intervention by trained TA</i> <i>One hour a week</i>	EEF (+4) Having analysed our cohorts we have identified that the Year 4/ 5 cohort need support to address gaps in maths.	1,2

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

Budgeted cost:

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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**Total budgeted cost:**