

**ST JOHN THE BAPTIST C OF E
PRIMARY SCHOOL
FINDON**

PUPIL PREMIUM



Reviewed:	November 2021
Next Review:	November 2022

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 the Baptist C ofE Primary School, Findon.
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	R Yelland
Pupil premium lead	R Yelland
Governor / Trustee lead	J Roche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450.00 (FSM) + £6725.00 (ever 6) + £310 (service) + £4690 CLA
Recovery premium funding allocation this academic year	£2465.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4052.00
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	£ 31692.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use Pupil Premium and Recovery funding it is important to consider the context of the school and the pupils that we serve, as well as the research in this area. In this document we refer to the “The EEF Guide to Pupil Premium” and “Using your pupil Premium Funding Effectively” (2021) material.

Common barriers to learning for disadvantaged children can be linked to Speech and Language challenges, lack of confidence and in recent months the impact of the Lockdowns caused by the Pandemic. Both of these are evident in increasing numbers of children needing additional Learning Mentor and phonics support. However, there is no “one size fits all response” and we aim to support all our children. We will use this funding to target the most vulnerable namely those children that receive free school meals or are “looked after” (CLA). However, given that the school-led tutoring funding broadens these criteria we reserve the right to use the funding to address the needs of children judged to be disadvantaged whether they are in receipt of free school meals or not.

Teachers and staff will be involved in the identification and support of the children and the leadership of the school will monitor and evaluate this work to ensure that the impact of is reviewed and adjusted as appropriate.

Our aim is to narrow the gap between our disadvantaged and non-disadvantaged pupils whilst providing for the needs of **all** our children.

This plan addresses their needs through both focussing on targeted interventions which will support academic attainment **and** supporting their emotional health and well-being.

Teaching is built on strong relationships and so the guiding principle is to ensure that the children are working alongside members of staff from our school with whom they already have a positive relationship. This will mean that the learning can be followed up informally during class time on other occasions throughout the school week. This will help to embed the learning and our own work last year showed this to be an effective model to use.

This will be supported by weekly high quality RSHE lessons, ELLI and support from a Learning Mentor/ Playtherapist, as needed, to support the development of the children’s resilience and emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language deficiencies.
2	Comprehension skills limited.
3	Lack of Resilience caused by Lockdown leading to difficulties sustaining work.
4	Weaknesses in recall of basic number facts in Maths
5	Punctuation skills limited through lack of writing during lockdown

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
Raised skills in comprehension work (1 and 2)	Reading comprehension scores improved. Using tests data.
Improved resilience (3)	Staff and children report improved attention span and work attitude
Maths skills improved (4)	Mental arithmetic scores improve. Using in house assessments
Writing improved (1 and 5)	Teacher assessments of writing shows improvement over time of support and in end of year assessments.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ 24,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recovery premium Strategies</i>		
1. Use of TA time in class and through 1:1 interventions and small group teaching of Sp&L intervention material, precision training and phonics. Part funded through school Pupil Premium budget COST £11,095.00 also supported by the school budget similar to last year.	Sp&L material both in house supported by the SALT team material is shown to impact on pupil's development of early learning skills which support reading and writing.	1, 2 and 5
2. Use of HLTA time for the equivalent of 4 days a week to run interventions for KS1 and KS2 children in small groups focussed on reading, writing and maths. Impact supported by the close liaison with class teachers which is possible due the links already established between HLTAs and class teachers. Part funded through the Pupil Premium budget COST £11,222.00 (including £675.00 will to top up 25% of the costs of school-led tutoring carried out by Mrs Bush).	EEF research shows that targeted academic support linked to classroom teaching is key component to improving outcomes for PP children. Using staff who have taught and that know the children well ensures good working relationships.	2,3,4 and 5
3. Time for member of staff to track progress of children and report this to Governors (JC leadership time £1728)	Reports to Governors essential part of the funding accountability and tracing enables feedback to staff regarding progress made and any changes that may be needed as each half term is evaluated.	1,2,3.4 and 5

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

Budgeted cost: £ 7647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Purchase of the myHappyMind annual subscription COST £1450 to support the RSHE curriculum with particular focus on emotional wellbeing recovery after the Pandemic. Used alongside school's own ELLI programme.	NHS survey data from their website shows that referrals for emotional support dropped from 203 in 2018-2019 to 165 in 2019-2020 in participating schools. Resilience shown to be a key factor in pupil progress. (ELLI research. Bristol University Ruth Deakin 2006) Sutton Trust research highlights the importance of metacognition in learning. (EEF research)	3 and then impact on 2,4 and 5
Contribution of 1 day per week employment of Learning Mentor for days to support pupil emotional well-being and resilience. Also half day per week of Play therapy support. COMBINED COST £4497	Vital to prevent emotional issues becoming longer term challenges. Also promotion of link with school/pupil and family is vital to support children's progress. Emotional resilience key part of learning.	3 and then 2,4 and 5
Financial Support for the Pupil Premium children eg. PGL residential, school clubs and uniform etc... COST £1500	Supporting the development of team building skills, independence and resilience. Ensuring Pupil Premium children have the option to play a full part in school life.	3
Support for Music Tuition via WSCC COST £200	All children should have the option to learn and musical instrument	3

Total budgeted cost: £ 31,692.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This provides a summary of the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Pupil Premium Summary of impact (for full details see report on website)

Pupil progress meetings, Performance Management and ILP reviews showed progress within the programmes run to develop Sp&L skills but this was offset by the disruption to education and so greater progress from WTS to EXP was difficult to track. Despite support some cohorts displayed lower than usual results in teacher assessments in Autumn 2021 eg. particularly KS1.

Impact of Lockdown and disrupted education was significant for disadvantaged children with only 6 out of 18 attaining expected in Reading, Writing and Maths combined. Of these 18 children 6 (33%) are also on the SEN register.

Covid Catch up Summary (Summer 2021)

Impact of planned strategies was effected by the lockdown from January to March 2021. However, those children receiving support in the summer term from HLTA's made significant progress when looking at end of year assessments. In maths 100% (8/8) improved in their standardised scores in maths. Whilst in reading 75% of children (13/17) who received HLTA support showed improvement in their standardised scores and Accelerated reader assessments.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
myHappyMind	myhappyMind: Laura Earnshaw

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding used to support the implementation of Google class room and teacher training
What was the impact of that spending on service pupil premium eligible pupils?	Service children effectively used google classroom throughout lock down evidence on file.

Further Information

As all of this this money is not guaranteed year on year we have decided not to put together a three-year plan but this year 2021-2022 will be planned and evaluated to support its sustainability as we know that this is a key factor in ensuring that children do have the opportunity to “Catch Up”. Part of this approach is to use the school budget to support this plan so that in the future we may be able to continue with certain elements should Pupil Premium, Recovery Premium or the School-led Tutoring funding be significantly reduced.