

St John with St Augustine CE Primary Pupil Premium Strategy Statement January 2023



With God's help, together, we aspire, achieve and believe.

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 with St Augustine CE Primary
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2022- January 2025
Date this statement was published	Updated January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Mark Proctor Head Teacher
Pupil premium lead	Sarah McLeod Deputy Head Teacher
Governor / Trustee lead	Sally Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,490
Recovery premium funding allocation this academic year	£13,340
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	£130,830

Part A: Pupil premium strategy plan

Statement of intent

With God's help, together we aspire, achieve and believe.

At St John with St Augustine, all members of staff and governors accept responsibility for the progress of all pupils. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. We have high expectations for all children and want to ensure our children leave school equipped with skills they need to be successful learners and confident individuals.

Every child has access to a rich and engaging curriculum that meets their needs. Our curriculum is progressive and carefully sequenced to allow all children to retain knowledge and develop knowledge and skills so that they learn more and remember more. We will identify any barriers to learning and put provisions in place so that all children can reach their full potential.

High-quality teaching is at the heart of our approach. 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.

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.

We believe every child can achieve their academic potential from their starting points through targeted support if needed.

We aim to raise the aspirations and attainment of disadvantaged pupils through a range of evidence informed experiences which complement their learning and expand cultural capital.

Our approach will be responsive to common challenges and individual needs, not assumptions about disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in their work and have high expectations for all
- provide children with a range of exciting opportunities and experiences

Challenges

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

Challenge number	Detail of challenge
1	Communication – speech and language Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps in many disadvantaged pupils. These are evident from Reception through to KS2. Research (Voice 21) shows that on entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.
2	SEND A large number of our disadvantage pupils also have SEND. This is another barrier to their learning.
3	COVID 19 – school closures, bubble closures and disruption to learning. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils these findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in writing.
4	Pastoral – social, emotional, behavioural barriers Observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closures.
5	Outcomes – attainment Internal assessments indicate that attainment among disadvantaged pupils is significantly below non-disadvantaged pupils.

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 and vocabulary among disadvantage pupils.	Staff will be trained in how to effectively teach and use oracy within lessons across the whole curriculum. Speech and language will improve. Children will be more confident in communicating their learning. Formative assessment and monitoring will show improved oracy skills.

	Improve oracy skills – whole school development with oracy a focus in all learning. More opportunities in and outside the classroom for oracy and communication.
Disadvantaged pupils with SEND will have appropriate support and provisions in place to enable children to close the gaps/ access the curriculum.	Support plans in place with achievable targets. Resources and provisions identified. Impact – termly. Outcomes at end of years should show improvements for these pupils.
COVID 19 – to close gaps in loss on learning due to the pandemic.	Disadvantaged pupils targeted and highlighted for intervention programme. 10-week intervention programme to be in place. This is to identify and fill key gaps in learning due to disruption in learning during the pandemic. Improved outcomes in attainment and progress for disadvantaged pupils at end of year assessments.
Improvements - emotional, social and behaviour	Family support worker to provide support and work with targeted children and their families. FSW to signpost to external agencies when needed. Children will be happier and improved self-esteem and confidence. Children will know that their voice is heard and they are listened to and that support is available if and when they needed this.
Outcomes (attainment) for disadvantaged pupils will be broadly in line with non- disadvantaged pupils.	High first quality teaching. Training for teachers – CPD. End of year assessments will show improvements in data for disadvantaged pupils and will close the gap between non-disadvantaged peers. Discussions at Pupil Progress Meetings.

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: £ 51,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development English – improve the quality of teaching and learning – consultant support across the year (Lancashire Talk Programmes). To develop the equality of teaching, assessment and the curriculum which responds to the needs of pupils).	High quality teaching can make a positive difference, not just on disadvantaged pupils but non-disadvantaged too. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time (Oracy Project)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,5
Purchase of a new systematic, synthetic phonics planning programme, to secure stronger phonics teaching for all pupils (Red Rose Letters and Sounds)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3,5

Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Diagnose your pupils needs. – gaining a thorough knowledge of disadvantaged pupils' levels of attainment. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,5

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

Budgeted cost: £39,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (WellComm – Speech and Language screening and intervention)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Delayed language skills lead to under-performance later in life, yet many primary school children have unidentified speech and language difficulties. WellComm intervention to close gaps in communication, speech and language. https://www.gla-assessment.co.uk/assessments/products/wellcomm/	1,5

(Oracy project – Voice 21)		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Phonics tracker – to identify specific gaps and tailor phonics intervention)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3,5
Teaching assistant deployment and interventions	Improvements in pupil outcomes can be made through the thoughtful use of existing resources. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
One to one and small group tuition	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker	This EEF guidance report reviews the best available research to offer schools and teachers four recommendations to support parental engagement in children's learning. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	4
To subsidise pupils attending extra-curricular activities and developing high quality enrichment	Extra-curricular activities have been found to be beneficial for disadvantaged children in research.	4
Educational visits/residential to subsidise visits for pupils eligible for pupil premium funding	EEF findings: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.	4

Total budgeted cost: £ 130,830

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.