

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 CE, Radcliffe
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Elizabeth Cook Headteacher
Pupil premium lead	Claire Hansen
Governor / Trustee lead	Maria Boyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152 985
Recovery premium funding allocation this academic year	£16 385
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	£ 168 370

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Arbor The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

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 especially on entry to our EYFS department.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have difficulties with phonics. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 10 pupils (90% of whom are disadvantaged) currently require additional support with social and emotional needs, many of our disadvantaged pupils receive small group pastoral support whether on a regular or an ad hoc basis.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been below National at 92.3% lower than for non-disadvantaged pupils which is at 96.3%. 25% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 (Wellcoms) and observations indicate significantly improved oral language among disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS1 & KS2 reading outcomes in 2022 show that more than 65% of disadvantaged pupils met the expected standard.
Improved phonics attainment among disadvantaged pupils.	Y1 phonics check outcomes show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by:

	<ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 94%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
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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: £75,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD targeted for all staff including whole school work with consultants.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	Whole school
Ensuring that in the changes in leadership members of SLT can have non teaching time	Supporting teaching and learning across the school will allow us to further improve outcomes for the children	Whole School

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

Budgeted cost: £1850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pixl software	In depth analysis of pupils's gaps in learning will enable us to close the gap between pupils.	180 (Ks1 and Ks2)

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

Budgeted cost: £66,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Salary costs of Safeguarding officer and pastoral lead.	Attendance will improve Behaviour incidents will reduce Time freed up for SLT to work on improving teaching and learning Pupils able to access learning more successfully	Whole school
Promote love of Reading- Reading Hut, high quality home reading books for KS2. Quality texts for Science, Geog and History.	Reading is the gateway to the curriculum and through improving our reading provision more pupils will be able to access the wider curriculum. Ensuring that children have access to high quality home reading texts will help us to promote a love of reading	Whole school
Music lessons-ukulele lessons for two years groups to support high quality music teaching	Involvement in music education has been proven to raise children's attainment. This will enable us to provide a broad and balanced curriculum in music whilst improving pupils skills	60
Magic breakfast and fruit	Attendance will improve Pupils will be provided with healthy breakfast in order to enable them to learn	Whole school

Total budgeted cost: £ 143,050

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.

Standardised tests have shown that pupils are leaving Covid with low starting points and due to the challenges that they face in their own lives a robust programme of high quality teaching and learning will need to be in place.

Attendance in the first part of the academic year has been promising and as such shows that pupils are ready and keen to return to school.

The employment of a Family Support Worker and the growth of the pastoral team has shown that pupils non-academic needs are being met.