

Pupil premium strategy statement – St John’s CE, Radcliffe

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	11 January 2023
Date on which it will be reviewed	1 November 2023
Statement authorised by	Local Academy Committee
Pupil premium lead	Elizabeth Cook
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 159,275
Recovery premium funding allocation this academic year	£16,390
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£175665

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.

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	Children join us with low starting points as seen by our baseline assessments in nursery and reception. There are particular concerns around communication and language.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have difficulties with phonics. This negatively impacts their development as readers.
3	Assessments, observations and discussions have shown that disadvantaged pupils are more likely to have SEND linked to SEMH and that their mental health can have an impact on their learning. 10 pupils currently require support for their SEMH needs and 80% of these are disadvantaged.
4	Attendance is a concern across the school however disadvantaged pupils have lower attendance than non-disadvantaged pupils. Persistent absenteeism is also higher for disadvantaged than non-disadvantaged pupils. This is negatively impacting disadvantaged pupils progress.
5	Assessments, observations and discussions show that disadvantaged pupils do not always make the same progress as non-disadvantaged pupils (although disadvantaged pupils outperformed non-disadvantaged pupils in last years KS2 data).

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
Disadvantaged pupils will match their non-disadvantaged peers in meeting a good level of development at the end of EYFS due to meeting both their literacy and communication and language early learning goals.	All pupils across the EYFS will meet national levels in speaking, listening and understanding, writing, comprehension and word reading ELGs.
Disadvantaged pupils will meet national expectations for the phonics screen at the end of Y1.	Y1 phonics check outcomes will show that more than 80% of disadvantaged pupils will meet the expected standard.
Outcomes for disadvantaged pupils at the end of KS1 and KS2 will match or exceed their peers and meet national targets,	KS1 & KS2 outcomes in 2022 show that more than 65% of disadvantaged pupils met the expected standard in reading, writing and maths.
Attendance across the school will improve	Sustained attendance of 95-96% for all pupils across the school. 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

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that the new SLT team can be fully embedded through enabling non teaching team	Supporting teaching and learning across the school will allow us to further improve outcomes for the children	Whole school
High quality CPD targeted for all including release time for subject leaders to support the provision of a high quality and challenging curriculum	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

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated highly skilled TA to run proven interventions for pupils with SEN to include Toe by Toe, Primary WELLCOMM and pre-teach sessions	Effective use of teaching assistants show that where an intervention is swift, measurable and focussed rapid progress can be made.	30 pupils

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

Budgeted cost: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Whole school attendance reward project	Evidence shows that whole cohort rewards have more effect than individual incentives on attendance. This will also allow SLT to focus on weekly attendance figures and highlight any issues immediately.	Whole school
Magic breakfast and fruit	Attendance will improve Pupils will be provided with healthy breakfast in order to enable them to learn	Whole school
Support given for school trips – eg coaches etc to make affordable to all	Pupils will be able to gain cultural capital through experiences outside their normal life. All pupils will be able to attend trips irrespective of cost.	Whole school

Total budgeted cost: £ 178,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils outperformed non-disadvantaged pupils at the end of KS2 in maths (55.6% to 40%) and reading (61.1% to 60%).

Disadvantaged pupils did not perform as well as non-disadvantaged pupils in KS1 or the phonics screening check.

Reading was a key focus of the pupil premium strategy in the last academic year and reading outcomes were close to national in KS2 and KS1.

It is not possible to see how attendance has improved over the last two years due to Covid however the impact of breakfast club can be seen in the improved attendance of those pupils who attended this in the last academic year.

The enhanced staffing structure to enable the school to have a non-teaching head and deputy supported the school in achieving a good judgement from Ofsted.