



Detail	Data
School name	St John the Divine Church of England Primary School
Number on roll	148
Proportion of disadvantaged Pupils	39% Attract the PPG
Academic year or years covered by the statement	2021 – 2022, 2022 – 2023, 2023 -2024
Publish Date	1 <sup>st</sup> September 2021
Review Date	31 <sup>st</sup> July 2023
Statement authorised by	Peter Truesdale
Pupil Premium Lead	Catherine Warland
Governor Lead	Mark Chapman

#### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£87255.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	<b>£87255.</b>

#### Part A: Pupil premium strategy plan - Statement of intent

Our Vision
<p>We are a vibrant community where every person makes their unique contribution to making a better society. At St John the Divine, our vision is of a joyful place where children are empowered to explore their potential through educational excellence within an environment of spiritual growth and well-being.</p> <p style="text-align: center;">We are a school where all can flourish and be all they can be.</p> <p style="text-align: center;"><i>Jesus said: I have come that they may have life, and have it to the full.' John 10:10</i></p> <p style="text-align: center;"><b>Our school motto is: TEAM – Together Everyone Achieves More</b> <i>'You are the body of Christ, and each of you is part of it.'</i> 1 Corinthians 12:27</p>
School Context
<p>St John the Divine is a smaller than average, Church of England Primary School. As a school we work hard to promote positive attitudes and responsible behaviour, with an emphasis on providing a secure and welcoming inclusive environment. Our school achieves high standards in Reading, Writing and Maths at the end of key stages and alongside this we aim to broaden the horizons of our children through a broad and balanced curriculum.</p> <p>Common barriers to learning for disadvantaged children can include: socioeconomic disadvantage, less support at home, adults approach and motivation for learning (Dfe 2018), poor attendance, language delay, loss and bereavement, poor health and diet, social emotional mental health issues. Disadvantage has an influence on children's life chances. Pupils from disadvantaged backgrounds are: twice as likely not to be in education, employment or training (NEET) and at higher risk of ending up in poverty as adults. (Social Mobility and Child Poverty Commission 2014)</p> <p><i>DfE 2018</i></p>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/735453/Barriers\\_to\\_learning\\_-\\_Qualitative\\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735453/Barriers_to_learning_-_Qualitative_report.pdf)

We recognise that social-economic circumstances create additional challenges that serve as a barrier to success. The global pandemic has exacerbated these barriers and increased/added further barriers to the progress made and life chances of our children.

Research indicates that the most effective way to improve outcomes is through Quality First Teaching within the classroom, using a range of methods to identify barriers and challenges and to then put in place effective pastoral and academic support to meet these challenges.

It is the role of every adult in the school to support disadvantaged and vulnerable children to develop effective learning dispositions, to provide them with clarity about their learning tasks and access to a range of resources to support their learning. To this end, staff are trained to provide high equality learning environments where children feel comfortable to take risks and take ownership of their learning. We understand that it is essential for children to develop effective learning skills as they are not always in a position where they can rely on family members at home.

As children become more independent in accessing their learning. The attainment gap will narrow and they will progress in the same way as their non-disadvantaged peers. However, the children will be prioritised and have access to support in the school, no matter what their level of academic attainment.

There are a number of families who do not have recourse to public funds and are significantly vulnerable; the school is unable to qualify the number of families who fall into this category due to reluctance to share such sensitive information.

### Spending Objectives

Our objectives:

- To narrow the gap between all pupils eligible for the Pupil Premium Grant, including the more able achievers, by improving the percentage of pupils in each year group who make more than expected progress.
- To enrich the curriculum through a range of extracurricular activities and enhance the social, emotional and cultural development of our children.
- To enhance children's well-being through targeted support and to further develop learning behaviours 'lost' during the pandemic.
- To improve the life chances of the children and families of St John the Divine Church of England Primary School

Identified barriers to learning for Pupil Premium children which include:

- Social and emotional needs which affect learning
- The number of pupils who are in receipt of Pupil Premium and are also on the School's SEND register or have English as an Additional Language
- Access to extra-curricular activities
- Parental engagement with school
- Poor diet and unhealthy lifestyles
- Attendance and Punctuality

The provision in place includes, but is not limited to:

- Staff training – all staff deployed effectively, enabling them to support pupil progress and development
- A range of interventions including specific reading programmes, daily guided reading sessions, reading comprehension groups, and the buying in of professional consultants
- Through twice termly Pupil Progress Meetings & Inclusion Meetings, to provide a forum for discussing the impact of interventions, feeding into the provision mapping at whole school and class level
- The delivery of small group and one to one tuition for Pupil Premium students in all Year Groups including those who are Pupil Premium but also academically more able

- Pastoral, personal development support through counselling, drama therapy and nurture groups
- Clear internal transition plans – from EYFS to Key Stage One, from Key Stage One to Key Stage Two, and externally from Key Stage Two to secondary education
- High quality PE, Sports and Competition education
- We offer places at our extended school club for vulnerable pupils.
- To develop and encourage curriculum enrichment and attendance at clubs run outside the school day
- The offer of Free School Meals (FSM) for all children

Early intervention continues to be a high priority supporting the training of staff and purchasing resources to deliver excellent literacy and numeracy provision. TSENDCo continues to meet with class teachers every term; to target pupils may need further support to make progress. This forms part of the leadership team monitoring of pupil progress each term with class teachers.

The list above is not exhaustive and will be adapted according to the needs and support that our children require.

## Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage
2	Gaps and misconceptions, exacerbated by the lockdown/partial closure of schools, leading to low attainment/slow progress of our vulnerable and disadvantaged children
3	COVID-19 and school closures/blended learning have impacted upon the social emotional and mental health of children and their readiness to learn and their learning behaviours– their lack of resilience or confidence, understanding of and compliance with school routines and structures
4	Re-establishing home school links and parental engagement following on from the 'distance' of the last 18 months
5	The impact on children's physical health from prolonged periods of being inside
6	Limited enrichment and experiences of 'cultural capital' over the last 18 months
7	To maintain high levels of attendance and punctuality in the midst of the ongoing pandemic

## 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. This is a working document and will be reviewed termly.

Intended outcome	Success criteria
<p>Achievement – progress from children's starting points is strong For children who are classed as disadvantaged, but do not have a recognised barrier to learning, to reach age-related expectations in reading, writing and maths and to meet the expectations within each phase, including the Year One and Year Two Phonics Checks and the Year Four Multiplication check</p> <p>Attainment – children meet the expected standards at the end of each phase/key stage</p>	<p>The number of children making accelerated progress</p> <p>Standards in reading, writing and maths to be at or above the national average</p> <p>The number of children making a GLD at the end of the Early Years Foundation Stage is at or above the national average</p> <p>100% of Year One children pass the phonics screening check</p> <p>Progress scores and achievement in Reading</p> <p>Progress scores and achievement in Writing</p> <p>Progress scores and achievement in Maths</p>
To enable children classed as disadvantaged with a recognised barrier to learning to make at least expected progress from their starting	Children with recognised SEND needs will make good progress

points in reading, writing and maths and to meet the targets set for them on ISP / EHCP	ISPs / EHCPS in place to support children's development will demonstrate the impact of the provision in place
To ensure that children who attract the pupil premium grant are very well supported enabling them to achieve exceptionally well	Teachers identify gaps in learning, plan to address the needs and review children's progress termly, adapting and amending provision Improved social emotional mental health and well-being in all children Children are resilient independent learners – they have re-learned how to take an active role in their learning All children are able to reflect on their well-being
Children and families with identified social, emotional or health needs are well supported by school staff so that these barriers are reduced/alleviated	Head Teacher / SENDCo identify and support families and children with perceived barriers  Children and families engage with additional support programmes whether they be in school (drama therapy, counselling sessions, nurture groups) or after/outside of school – KG Doodles, children seen and heard etc.  Parents attend workshops/support provided by the school, with external agencies Pupil and parent feedback will indicate that there is a level of support on offer that helps to reduce/alleviate identified needs
The children will enjoy a broad, balanced and engaging curriculum that empowers them to explore and to develop their interests and talents	Through the school's connected curriculum approach to learning children will be exposed to a wide range of enrichment experiences that support their social, emotional, and spiritual growth alongside promoting their well-being  Learning will be celebrated and enriched through visits, workshops and experiences that bring learning to life creating enjoyment for both pupils and staff. Children will explore the cultural capital and all it has to offer, with a planned series of educational activities that complement the curriculum  Our connected approach will allow children to deepen their understanding and contextualise their learning Children will be able to make their unique contributions to creating a better society
Persistent absenteeism	Attendance of all children at or above national average

### 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.

The school has primarily used the EEF approach, focusing on strategies that have a rapid impact – this supports not only our disadvantaged children but impacts positively on all children.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £12000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Allocation of funds towards continuing professional development for teachers and teaching assistants – impact of training to be recorded and monitored (Including, but not limited to: Phonics Training, High quality training on English teaching, focusing on vocabulary development, Maximising the Impact of Teaching Assistants) £5000.00</p> <p>Continue to subscribe to EDUCARE – Whole school training platform – specific courses to enable staff to develop a greater understanding of the barriers, needs and ways to support children £750.</p>	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up</p> <p><a href="http://www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>EEF Tool Kit</p>	<p>ALL</p>
<p>To ensure children’s language and vocabulary needs are systematically planned for to enable us to develop confidence and fluency when speaking and reading project, findings</p> <p>Ongoing used of a DfE validated phonics programme to ensure teacher clarity and efficiency (£1250)</p> <p>Purchasing of books and resources to support phonics (£5000.)</p>	<p>EFF Guidance Toolkit shows that systematic phonics programmes can lead to +5 months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Teach First Research ‘Language Development in Early Childhood: Quality of Teacher-Child Interaction and Children’s Receptive Vocabulary Competency.’ Yang et al 2021 ‘Bridging the vocabulary gap: what research tells us about vocabulary instruction in Early Childhood.’ Christ &amp; Wang 2010</p>	<p>1/2/4</p>

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

Budgeted cost: £35,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Lead Tutoring – tutoring for PPG children 15 hours per child – supplemented with funding from the recovery premium</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</a></p>	<p>All</p>
<p>To raise standards in Maths, for all children, by increasing engagement and providing high quality resources for teachers (knock on positive impact on teacher well-being) and ensuring high quality training and resources to support the teaching of and further intervention delivery</p> <p>Purchasing of resources including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Times Tables Rock Stars</li> <li>• White Rose Premium Package and resource</li> <li>• PE Active Maths &amp; Resources</li> </ul>	<p><a href="http://www.masterthecurriculum.co.uk">www.masterthecurriculum.co.uk</a> children benefit from <b>improved learning retention</b>, they develop mathematical understanding, reasoning &amp; problem-solving abilities. White Rose Maths also recognises the importance of enjoyment on children’s journey to maths mastery.</p> <p><a href="http://www.shinetrust.org.uk">www.shinetrust.org.uk</a> – The benefits of Times Tables Rock Stars</p>	<p>1/2</p>

Staff Training		
----------------	--	--

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

Budgeted cost: £ 36,750.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all children access enrichment activities in order to boost social development, improve learning, experience opportunities to work as a team, to encourage creativity and to develop life-skills.	EEF Toolkit / EEF Guide to Pupil Premium spending	3/5/6/7/8
External counselling service, providing: 1:1 Counselling sessions for identified children Whole class pastoral sessions Parent workshops £7000.00  Weekly Vulnerable children in-school sessions Resources = £1000 Staffing = £3456.90	'Promoting children and young people's mental health and wellbeing' - Children and Young People's Mental Health Coalition, HM Government 2021 <a href="http://shorturl.at/lvAQX">shorturl.at/lvAQX</a>  The Lancet Child & Adolescent Health <a href="http://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext">www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext</a>	2/3/4/8
To fund the Year Six residential trip for children eligible for the PPG – to broaden their experiences, develop skills and talents and interpersonal skills, all having an impact on their well-being, performance in school and supporting the transition to secondary education  10 children = £5150 to reduce to zero costs vulnerable children within the class whose parents may not be able to meet the costs	<a href="https://learningaway.org.uk/">https://learningaway.org.uk/</a>  'a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting.' Learning Away, Evaluation report, 2015	3/6/7
To support extra curriculum activities  Clubs run by staff – no cost / Zero cost for breakfast club and KG Doodles to disadvantaged children		

**Total budgeted cost: £ 83,750.**

## Strategy outcomes

External results show that overall pupils attained in line with national and local

Good Level of Development (GLD) is the performance measure at the end of the Early Years Foundation Stage (EYFS) Children are defined as having reached a GLD if they have achieved at least the expected level for the Early Learning Goals in the Prime Areas of learning, and the Specific Areas of maths and literacy.

- 16 children
- 10/16 children made a GLD = 63%

### Performance across the different areas of learning

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy*	Mathematics	Understanding the World	Expressive Arts and Design
88%	94%	100%	63%	94%	88%	81%
14/16	15/16		10/16	15/16	14/16	13/16

\*Literacy – made up of three areas: Comprehension, Word Reading and Writing. Of the three, writing had the greatest number of children who were still ‘emerging’ at the end of the summer term.

### Phonics

#### Year One

- 18 children
- 15/18 = 83% passed
- 2022 81%

#### Year Two Resits

- 3 children
- 2/3 = 67% passed

### Key Stage One – Year Two

Reading			
Working Towards	2	12%	Expected or above – combined
Expected	11	65%	15 88%
Greater Depth	4	24%	
Writing			

Working Towards	3	18%	Expected or above – combined	
Expected	13	76%	14	82%
Greater Depth	5	22%		
<b>Maths</b>				
Working Towards	4	24%	Expected or above – combined	
Expected	11	65%	13	76%
Greater Depth	2	12%		

- Reading, Writing and Maths combined = 82%

### **Year Four Multiplication Check**

The Year Four multiplication check is taken by the children in Year Four in June, to make sure the children are meeting the benchmark of knowing the times tables up to 12x12, before moving into Upper Key Stage Two. The check is an online, on screen digital assessment, timed, consisting of 25 questions. There is no pass mark.

As this is only the second year of the test – comparative data from last year is provided.

#### **2022 – National Headlines**

- Average mean score – 19.8 - increased from 18.4 2019
- 27% off all pupils taking the test achieved full marks.

#### **2022 Cohort**

- 39% achieved 20+
- Average mean score – 15.6

#### **2023 – results**

- 19 children took the test
- 58% - achieved 20 +
- 21% achieved less than 10 in the check – all SEND
- Average mean score 18.1

### **Year Six**

#### **Teacher Assessment**

<b>Reading</b>				
Working Towards	6	26%	Expected or above – combined	
Expected	8	35%	17	74%

Greater Depth	9	39%		
<i>Writing</i>				
Working Towards	6	26%	Expected or above – combined	
Expected	12	52%	17	74%
Greater Depth	5	22%		
<i>Maths</i>				
Working Towards	4	17%	Expected or above – combined	
Expected	15	65%	19	83%
Greater Depth	4	17%		

Working at or above in Reading, writing & Maths combined – 16/23 = 70%

**Behaviour & Pupil Well-being**

**Positive impact of**

Children are happy in school

Children know that they have someone to talk to and they feel safe in school (Pupil Surveys)

Attendance figures are in line with national

**Externally provided programmes**

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust