



Detail	Data
School name	St John the Divine Church of England Primary School
Number on roll	125
Proportion of disadvantaged Pupils	39% Attract the PPG
Academic year or years covered by the statement	2024 -2025
Publish Date	1 st September 2024
Review Date	31 st July 2025
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	£74,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75848.

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;"><i>We are a school where all can flourish and be all they can be.</i></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;">Our school motto is: TEAM – Together Everyone Achieves More <i>'You are the body of Christ, and each of you is part of it.' 1 Corinthians 12:27</i></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 and Writing 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>We use the Pupil Premium to support individuals and groups of children who have been registered for free school meals at any point in the last six years, children who have been looked after continuously for more than six months and children of service personnel. We also use the pupil premium to support other individuals and groups of children who the school has identified as being socially disadvantaged. This is done through a needs analysis and referral system.</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</p>

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)

Our children are under-resourced.

We recognise that social-economic circumstances create additional challenges that serve as a barrier to success, and our children experience the cost of living crisis in a significant way. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. Children in areas with higher deprivation may face increased safeguarding risks. Children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal.

We also recognise that children may be considered 'vulnerable' and/or 'disadvantaged' for a range of other reasons, such as:

- Pupils who are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, who have a child protection plan or who are looked-after children
- Children with SEND
- Pupils who have an education, health and care (EHC) plan
- Pupils who have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services). This might include pupils who are: on the edge of receiving support from children's social care services, adopted or on a special guardianship order, at risk of becoming NEET ('not in employment, education or training') or pupils living in temporary accommodation
- Young carers
- Care leavers
- Looked-after children
- Children in low-income families (including those eligible for FSM)
- Excluded children
- LGBTQ+ children
- Refugee children
- Children who have been victims of maltreatment

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 attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus go on to achieve GCSEs in English and Maths.
- To ensure all pupil premium pupils to have high aspirations to be successful
- To ensure that all pupil premium pupils have access to a broad range of learning opportunities, skills and experiences which contribute to their academic success and wellbeing
- 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:

- Quality First Teaching
- 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. SENDCo 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
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1	Low attainment on entry to the Early Years Foundation Stage – factors such as the lack of access to quality early learning, language barriers, and SEND, creating significant development gaps by school entry, particularly for disadvantaged groups, requiring targeted support like extra resources, focused teaching, and addressing systemic barriers for equitable outcomes
2	Communication and Interaction – Communication remains a focus – children across the school face significant hurdles in understanding instructions, expressing ideas, accessing English and with their social learning, leading to frustration, low self-esteem, behavioural issues, and difficulty accessing the curriculum, impacting on their progress
3	End of KS2 Attainment – The greatest gap for the school is in maths – this is a focus for the school and we need to remain focused on supporting our PP children to make good progress.
4	SEND Support - This challenge remains a focus and our PP strategy will continue to work towards closing the gap in attainment between our SEND pupils and non-SEND pupils, particularly those who are also in receipt of pupil premium
5	Attendance - Attendance, persistent absence and punctuality is a barrier for some disadvantaged pupils. This has a direct impact on consistent progress. This continues to be a focus for us as data continues to show that attendance among disadvantaged pupils is a challenge and a number are below National expectations.
6	Extracurricular opportunities and wider curriculum - This identified challenge remains a focus for us and our updated strategy continues to target this challenge. Some disadvantaged pupils have less opportunities to take part in enrichment activities which narrows their experiences and cultural capital. Furthermore, some disadvantaged pupils are subject to challenging circumstances in their home environment which can have an impact in their home environment. This can be a barrier to 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. 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>
Improved phonics outcomes	Achieve above national average expected standard in PSC
Improved attainment among disadvantaged pupils at the end of KS2 in Reading, writing and maths combined	<p>Achieve above national average progress scores in KS2 Reading, Writing and Maths</p> <p>Attainment for pupil premium pupils at GDS in KS1 and KS2 above National and gaps with non-pupil premium pupils closed</p>
Continue to monitor attendance to ensure attendance and punctuality for all children is inline with or above the national	Attendance of children attracting the PPG will be above 95%
To continue to provide high-quality provision for pupil premium pupils with SEND	<p>Children with recognised SEND needs will make good progress</p> <p>Children with ISPs & EHCP meet the targets within their plans</p>
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

	<p>Improved social emotional mental health and well-being in all children</p> <p>Children are resilient independent learners – they have re-learned how to take an active role in their learning</p> <p>All children are able to reflect on their well-being</p>
<p>Children and families with identified social, emotional or health needs are well supported by school staff so that these barriers are reduced/alleviated</p>	<p>Head Teacher / SENDCo identify and support families and children with perceived barriers</p> <p>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.</p> <p>Parents attend workshops/support provided by the school, with external agencies</p> <p>Pupil and parent feedback will indicate that there is a level of support on offer that helps to reduce/alleviate identified needs</p>
<p>The children will enjoy a broad, balanced and engaging curriculum that empowers them to explore and to develop their interests and talents</p>	<p>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</p> <p>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</p> <p>Our connected approach will allow children to deepen their understanding and contextualise their learning</p> <p>Children will be able to make their unique contributions to creating a better society</p>

Activity in this academic year

This details how we intend to spend our pupil premium **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: £15750. .

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</p> <p>(Including, but not limited to: Phonics Training, High quality training on English teaching, focusing</p>	<p>Quality /at least good teaching in all classes every day.</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up</p> <p>www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>ALL</p>

<i>on vocabulary development, Maximising the Impact of Teaching Assistants)</i>	EEF Tool Kit	
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 Little Wandle	EEF Guidance Toolkit shows that systematic phonics programmes can lead to +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics 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 & Wang 2010	1/2/3
Targeted training – Language Development Welcare Units of Sound	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. EEF Literacy Guides (2021) all indicate the importance of effectively implementing a systematic phonics programme and developing pupils wider understanding of language. EEF Teaching and Learning Toolkit states that supporting pupils with their oral language skills has a significant impact on their attainment.	1/2/3
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		All

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

Budgeted cost: £41,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions Including but not limited to: 1:1 SEND teacher Support 1:45 – catch-up/booster sessions Welcare sessions	Targeted interventions for pupils who need to continue to develop fluency and comprehension skills at KS2. EEF Literacy Guides (2021) all indicate the importance of using high quality structured interventions to support pupils who are struggling with literacy. We want to continue to build staff knowledge on supporting pupils with a range of needs effectively. EEF Teaching and Learning Toolkit states that teaching assistant interventions	2/3

Speech and Language therapy support	High numbers of pupils who are Pupil Premium are also pupils with SEND and have communication and language needs. EEF Teaching and Learning Toolkit states that supporting pupils with their oral language skills has a significant impact on their attainment. EEF Teaching and Learning Toolkit states that communication and language approaches have a very high impact for very low cost on pupil attainment	1/2/4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,500

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	ALL
External counselling service, providing: 1:1 Counselling sessions for identified children Whole class pastoral sessions Parent workshops	'Promoting children and young people's mental health and wellbeing' - Children and Young People's Mental Health Coalition, HM Government 2021 shorturl.at/lvAQX The Lancet Child & Adolescent Health www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext	2/3/4/6
Drawing & Talking Therapy	Emotional literacy support assistants - teaching assistants trained to provide emotional and social skills support to children. Many children have benefited from these interventions and this has been shown through pupil and parent voice.	ALL
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 to reduce to zero costs vulnerable children within the class whose parents may not be able to meet the costs	https://learningaway.org.uk/ '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	6
To support extra curriculum activities Clubs run by staff – no cost / Zero cost for breakfast club and KG Doodles to disadvantaged children	Providing further extra-curricular and pastoral care opportunities has enabled the children to explore and create broader perspectives, raise self-esteem and social opportunities all of this is shown through pupil and parent voice EEF Guide to Pupil Premium Spending (2024) 'extracurricular activities, breakfast clubs and meal provision' are on the menu of approaches	ALL

Educational Visits s	<i>We believe all pupils should have access to visiting a range of exciting cultural and engaging external learning opportunities. Over the course of the year all pupils will have the chance to visit three trips where Pupil premium pupils' costs will be subsidised</i>	
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Total budgeted cost: £ 75848.

Reception – Early Learning Goals

Good Level of Development (GLD)

- 13 children
- 9/13 children made a GLD = 69.2%

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
69.2%	69.2%	69.2%	76.9%	84.6%	76.9%	84.6%

FSM pupils outperformed FSM pupils Average learning goals by 8.1 non FSM pupils outperformed FSM pupils in a GLD by 47% ; and non FSM pupils outperformed FSM pupils in ALL Learning Goals by 47%

Performance in All Learning Goals and GLD was broadly in line with the Lambeth figure and in Average learning goals was a -6.3 points difference with the Lambeth figure for pupils eligible for FSM

Performance in All Learning Goals and GLD was broadly in line with the Lambeth figure and in Average learning goals was a 0.1 points difference with the Lambeth figure for pupils not eligible for FSM

- 2024 =70%
- 2023 = 63%

Phonics

Year One

- 13 children
- 10/13 = 78% passed
- 2024 = 76% 2023 = 83% - 2022 = 81%

Year Two Resits

- 4 children
- 0/4 = 0% passed
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More pupils not eligible for FSM met the expected standard than those who were eligible.

There are too few pupils eligible for FSM to make a meaningful statistical judgement

Achievement for non-FSM pupils was broadly in line with the corresponding Lambeth average

Year Four Multiplication Check

2025 – results

- 18 children took the test
- 44% - achieved 20 +
- 11% achieved less than 10 in the check – both SEND

- Average mean score 16.3

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

Reading				
Working Towards	4	19%	Expected or above – combined	
Expected	12	57%	17	8%
Greater Depth	5	4%	6% points greater than last year	
Writing				
Working Towards	3	14%	Expected or above – combined	
Expected	13	62%	18	86%
Greater Depth	5	24%	11% points greater than last year	
Maths				
Working Towards	4	19%	Expected or above – combined	
Expected	14	67%	17	81%
Greater Depth	3	14%	6% points greater than last year	

- Working at or above in Reading, writing & Maths combined – 16/21 = 76% (TEACHER ASSESSMENT)

Non FSM pupils outperformed FSM pupils in reading by 6%, FSM pupils outperformed non FSM pupils in maths by 6%, non FSM pupils outperformed FSM pupils in writing TA by 14%

Performance in all three subjects was broadly in line with the Lambeth average for pupils eligible for FSM

Performance in reading and writing TA was broadly in line with the Lambeth average and in maths was well below the Lambeth average for pupils not eligible for FSM

Performance in RWM was broadly in line with the Lambeth average for FSM pupils and below the Lambeth average for non FSM pupils in your school