

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John's and St Clement's
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	20/10/23
Date on which it will be reviewed	20/10/24
Statement authorised by	Miranda Wightman
Pupil premium lead	Joseph Bell
Governor / Trustee lead	Miranda Wightman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,185 (estimate)
Recovery premium funding allocation this academic year	£16665
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	£0

Part A: Pupil premium strategy plan

Statement of intent

Our vision at SJSC is to develop a love learning and enable all children to become life long learners, achieve their potential and positively contributing to society. At SJSC children flourish through

- Learning, understanding and using empowering knowledge*
- Developing critical thinking*
- Personal growth*

The key principles of this plan are:

- Evidence and research-based approach based on the needs of SJSC children and community.*
- A culture of high expectations for all children.*
- Quality first teaching is the shown to be the main factor in raising attainment.*
- Ensure access for all for all wider cultural and curricula experiences and all aspects of school life.*
- Enable high quality behaviours for learning.*
- Reduce barriers to attendance.*

Challenges

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

Challenge number	Detail of challenge
1	The language gap between disadvantaged pupils and their peers – oracy skills
2	Outcomes in writing and maths
3	Emotional and learning behaviours have a detrimental impact on pupil outcomes
4	Attendance figures are lower for PP with a higher proportion of children with persistent absence
5	Access to wider resources/life cultural experience and intellectual offer

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
Pupils are exposed to a wide range of experiences through a curriculum and broader school offer which inspires and motivates.	Pupils attend visits, events and take part in activities they would not usually be exposed to.
For pupils eligible for Pupil Premium funding to reach the national benchmarks for progress in reading, writing and maths	Pupils achieve (or exceed) expected levels in reading, writing and maths and make (or exceed) expected progress.
Gaps are identified and targeted teaching and interventions teach to gaps.	Formative assessment will see gaps being addressed. Pupils will make (or exceed) expected progress.
Excellent oracy specific skills support pupils' learning, enable them to articulate their thoughts, and broaden their emotional range	Children speak confidently in a range of situations. They use full sentences and appropriate and relevant language and vocabulary to articulate their learning, clarify and problem solve.

Attendance and punctuality is at or above the national benchmark	Attendance is at 96% or better and persistent absence (attendance is 90% and below) is below 9%
Pupils can access learning and have self-belief because their social and emotional needs are met	Pupils are ready to learn and have positive perceptions of themselves as learners

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: £ 65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High outcomes for all children in writing</p> <ul style="list-style-type: none"> - Professional development of staff - All children to access writing through a the Literacy Tree Curriculum – Text led approach. - Consultants-: Literacy 1:1 time with teachers- books, standards, planning for specific chn - Training from consultant on modelled writing and instant publishing. - Teachers attending Literacy Tree training on delivery of planning sequences. 	<p>As a school we believe that Quality First Teaching (QFT) is crucial and must come first if we are to have a significant impact on pupils' progress. Oracy and reading comprehension programmes have strong efficacy. EEF toolkit identifies the following as significantly improving children's progress:</p> <ul style="list-style-type: none"> • Feedback + 8 months • Oracy + 5 months • Phonics + 4 months 	1, 2

<ul style="list-style-type: none"> - Moderation in school and with other schools. - Spelling seeds- introduce, training, resources and planning available. - Termly pupil progress meetings where pupil premium children given priority for interventions and teacher led interventions. 	<p>The school's approaches to writing and reading support all of these approaches.</p>	
<p>Curriculum design, big ideas and purpose to develop engagement and a love of learning. and opportunities</p> <ul style="list-style-type: none"> • Development of knowledge rich curriculum with Big Ideas to increase engagement, challenge and depth of knowledge. • Continued embedding of continuous provision in Y1. • Focus on PP from all subject leaders and monitoring foci as targeted group. 	<p>EEF Pupil Premium Guidance 2019 – Wider strategies to impact.</p>	<p>5</p>
<p>To develop early Speaking / Listening / Language skills.</p> <ul style="list-style-type: none"> - Early Language Intervention in EYFS - Early assessment and diagnostic of SALT needs 	<p>Children enter the school with below typical CLL, reading and writing and we focus on teaching vocabulary in all subjects.</p>	<p>1, 2</p>
<p>High outcomes for all in Spelling and writing All pupils from Year One to Six will use Spelling Scheme. And Nelson Handwriting Scheme</p>	<p>Children enter school with below typical CLL, reading and writing and we therefore focus on teaching vocabulary in all subjects. To compliment this, we have purchased Nelson Spelling and handwriting books a well-known and respected resources for teaching spelling and grammar.</p>	<p>1,2</p>
<p>To raise the attainment of pupil premium / disadvantaged children in mathematics.</p> <ul style="list-style-type: none"> - Maths Mastery Training for teachers. - Early Maths Mastery programme YR-Y2 <p>Termly pupil progress meetings where pupil premium children given priority for interventions and teacher led interventions. Targeted interventions planned in conjunction with SENDCO and EP.</p>	<p>Data analysis shows that there is a gap between pupil premium and their non-pupil premium peers. Research shows mastery learning can add 5 months of learning. Targeted, diagnostic strategies have shown impact in all years groups.</p>	<p>1, 2</p>

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

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all children reach the expected standards</p> <ul style="list-style-type: none"> - 1:1 and small group tutoring by a teacher in Y2,5 and 6 - Use of National Tuition Programme to support targeted interventions 	<p>The EEF Toolkit suggests small group support and phonics interventions positively impacts progress – particularly when a quality programme is being delivered by a skilled practitioner or a teacher.</p>	<p>1, 2, 5, 3</p>
<p><i>To ensure all children are effectively supported and challenged to achieve accelerated progress.</i></p> <ul style="list-style-type: none"> - <i>Training and development of all support staff on specific interventions to raise attainment</i> - <i>Structured approach to targeted intervention.</i> - <i>Early diagnosis and intervention for SALT needs led by SALT therapist employed by the school</i> - <i>Specific intervention where needed from trained SS to support academic and SEMH needs.</i> 	<p>The EEF Toolkit suggests small group support and phonics interventions positively impacts progress – particularly when a quality programme is being delivered by a skilled practitioner or a teacher.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Above average attendance for vulnerable families and disadvantaged pupils</p> <ul style="list-style-type: none"> - Our Early Help Manager will spend 90% of his working time supporting vulnerable pupils and their families. 	<p>The EEF suggests moderate impact on progress for improving parental engagement. We want our parents to be actively engaged in supporting their children's learning at school and wellbeing as a whole. This includes programmes focused on parents and their skills so they feel confident to support their children's learning and home learning programmes such as Mathletics. Attendance will be targeted by the senior lead for attendance and the Attendance Officer with the support of the SLT.</p>	<p>5,4</p>
<p>Pupils with social and emotional learning can self-regulate and maintain presence in lessons</p> <ul style="list-style-type: none"> - Early referral to educational psychologist service to support strategies. - Educational psychologist support increased in the school to support early and continued intervention. - Consultant targeted support for children and families for children who struggle to self-regulate and settle in lessons. 	<p>A whole school approach to supporting children with additional needs is central to SJSC's ethos. The professionalism of our SEND team including a SALT and skilled teacher has impacted the quality of teaching and learning for children with SEN throughout the school. T</p> <p>Interventions which target social and emotional learning improve outcomes by focusing on the social and emotional dimensions of learning, as opposed to focusing only on academic or cognitive elements. Social and emotional learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>Our pastoral team at SJSC are well trained and work closely with the teacher to identify needs and set targets for individuals to work towards during a set period of time.</p>	<p>4,5,1</p>
<p>Access to all children for culturally rich experiences including music tuition, concerts, trips etc.</p>	<p>SJSC invests a huge amount of time and money into staff training which equips teachers and support staff with the</p>	<p>3,4</p>

<ul style="list-style-type: none"> - Reserve music tuition spaces for disadvantaged first offer. - Subsidy of tuition for families in need of financial support. - • Subsidy of school journeys in year 5 and 6 for families in need of financial support. 	<p>knowledge and skills to help all children achieve their full potential.</p> <p>Programmes and teaching initiatives are fully researched and implemented by skilled and informed leaders. They rely on sources from the EEF(Education Endowment Fund), projects and evaluations to support them in making informed decisions regarding moving teaching and learning (T&L) forwards.</p>	
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Total budgeted cost: £ 123,000

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 2022 to 2023 academic year.

		EYFSP GLD	YR1 Phonics 32+	KS1 (Expected +)			KS2 (Expected +)		
England average. (All pupils):		Eng: 67%	Eng: 79%	Reading	Writing	Maths	Reading	Writing	Maths
		Eng: 68%	Eng: 60%	Eng: 70%	Eng: 73%	Eng: 71%	Eng: 73%		
All Pupils	All	83% (59)	88% (58)	81% (59)	78% (59)	83% (59)	72% (46)	74% (46)	74% (46)
Gender	Female	92% (24)	93% (30)	83% (29)	83% (29)	86% (29)	76% (21)	95% (21)	71% (21)
	Male	77% (35)	82% (28)	80% (30)	73% (30)	80% (30)	68% (25)	56% (25)	76% (25)
Disadv.	Disadvantaged	25% (4)	55% (11)	64% (11)	55% (11)	55% (11)	67% (15)	53% (15)	53% (15)
	Other	91% (53)	96% (46)	89% (44)	86% (44)	93% (44)	74% (31)	84% (31)	84% (31)

Review of Expenditure				
Academic Year 2022-2023: £87425				
High Quality Teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Raise standards and attainment in writing, reading and maths	Highly skilled staff have the knowledge and skills to develop learning and accelerate progress Training for all staff on: Literacy leaves Literacy Tree texts	Standards raised for Pupil Premium Children, especially at Year 6 end of year assessments. With gap closing in all areas. Teach knowledge and strategies in place shows impact of learning.	Teacher subject knowledge is a prime factor in good teaching and consistent good teaching is key to reducing the gap for pupils eligible for Pupil Premium funding.	

	<p>Spelling and grammar strategies. Y6 and Y2 training on maths mastery Whole class guided reading trialled and introduced Publish and Edit approach to redrafting</p> <p>Integrated project-based curriculum trained and introduced.</p> <p>Subject leaders developed skills matrix for subjects.</p>	<p>Quality of work in books through subject leader monitoring shows improvements in quality and standards of pp children.</p>	<p>Quality assurance meetings engage teachers to take account for their own development and strive for excellence whilst focusing on the progress of all children.</p> <p>Empowered subject leaders hold teachers to account within their subject areas concerning standards and consistency.</p>	
ii. Pupils have good attitudes to learning and develop independent learning strategies. High aspirations and expectations are evident.				
<p>To develop learning attitudes to support high quality learning.</p> <p>Pupils with social and emotional learning can self-regulate and maintain presence in lessons</p> <p>Well-being</p> <p>Engaging curriculum and learners</p>	<p>PP children had targeted support throughout the year from Behaviour consultant, EP, SALT therapist and Early Help Manager/Pastoral Support lead.</p> <p>Curriculum adapted to support needs and support challenges of lockdown</p>	<p>Pastoral interventions prepared children for learning and motivated them to succeed.</p>	<p>Support can be delivered remotely.</p> <p>Impact of wider family and wider circumstances.</p>	
iii. C. To support vulnerable families with a joined up approach with other services to raise attendance to above national levels				
<p>Support from Early Help Manager and wider services</p>	<p>PP children targeted support throughout the year.</p>	<p>Pastoral support showed lower incidence of behaviour reports. Close partner work with</p>	<p>Remote support and impact of key knowledge of families and relationships.</p>	

	Joined up work with EH team at local authority	Summerhouse PRU and Nest Hub.		
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