

Pupil premium strategy statement – Deepcar St John’s CE Junior School

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	176
Proportion (%) of pupil premium eligible pupils	22% (39 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governors
Pupil premium lead	Louise Jones
Governor / Trustee lead	Liz Pendlebury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (for 37 pupils)	£53,835
Recovery premium funding allocation this academic year	£5365
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£59,200

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to sustain higher attainment for all pupils. We aim to have provision that is fluid and child-led alongside research-based interventions to address gaps in learning for individual pupils.

We also aim to ensure that all pupils have a true sense of belonging to our school and develop positive attitudes to learning to enable them to succeed in education in primary school and beyond. Leaders consider ways in which all pupils receive a broad and balanced curriculum, have access to extra-curricular activities and have opportunities to broaden their knowledge, skills and awareness of their local and wider context

Key Objectives

- Raising standards for eligible pupils to close the gap on national outcomes
- Overcoming the learning barriers of all pupils, with a particular focus on SEMH and disadvantaged
- Improving and maintaining the quality of teaching for all pupils
- Maximising the engagement and readiness to learn for all pupils
- Increasing the attendance of persistent absence of all pupils

A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals is the best method of diminishing the differences in terms of knowledge and understanding between different groups.

Challenges

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

Challenge number	Detail of challenge
1	Mental health and social and emotional needs can cause a negative impact on progress and attainment
2	PP children have additional SEND needs (46% in 22-23) and 40%(22-23) have or have recently had involvement with Multi agency teams and supporting agencies
3	Some disadvantaged pupils attaining less well and gaps in learning are hindering progress

4	<p>2022-23</p> <p>Attendance – some PP children either PA or at risk of being classed as PAs 2022- 23 was 46% - 24 pupils</p> <p>Absence for PP 22/23 from LA data school attendance 94.8% Sheffield percentage 90.9%</p> <p>2023-24</p> <p>Currently (23-24) 37% of PP children are either PAs or are being monitored for lower attendance</p>
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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
<p>Pupil become fluent and comprehend texts when reading</p> <p>All pupils leave St John’s as strong readers and have developed a love of reading</p>	<p>Fluency is above their actual reading age or improves considerable (Salford)</p> <p>All pupils develop a love of reading as they develop through school</p> <p>Pupils are able to read fluently</p> <p>All pupils are able to access higher order reading comprehension questions</p>
<p>Gaps in learning are addressed effectively both at home and in school, leading to successful catch up</p>	<p>Interventions will directly and swiftly impact upon pupil outcomes</p> <p>Children who need some extra support get that support eg small group work</p> <p>Overall, disadvantaged pupils make as much progress as pupils who are not disadvantaged</p> <p>Support plans are in place for pupils that need them and these are shared with and used by parents</p>
<p>Targeted interventions support pupils’ social skills, confidence and positive mental health</p>	<p>Pupils have positive learning behaviours ie self regulation of feelings, improved concentration and memory</p>
<p>Staff able to support children with emotional and mental health needs</p>	<p>Pupils with identified needs receive in school support to improve and enhance their wellbeing</p>
<p>Families value the need for regular attendance and make sure their children are in school everyday</p>	<p>Average attendance for disadvantaged is 95 - each half term</p> <p>Targeted pupils are not classed as persistent absentees</p> <p>Pupils have increased confidence</p> <p>Reduced gaps in learning</p>

Targeted funding increases pupils' ability to take part in out of hours extra curricular clubs and educational visits	All pupils are able to take part in events, activities, visits and residential therefore supporting growth in social skills, confidence and + mental health
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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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on Read Write Inc and CPD for maths SEND	https://www.traumainformedschools.co.uk/	1
Breakfast nurture provision	https://www.traumainformedschools.co.uk/	1

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

Budgeted cost: £ 61,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant Posts supporting pre and post teaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3
Contribution towards SEND	https://www.bathspa.ac.uk/media/bathspaacuk/projects/National-SENCO-Workforce-Survey--Full-Report--24.06.21.pdf	2,

Co-ordinator release time		
Assessments	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf	1, 2, 3
Additional equipment and resources to support targeted interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
Additional phonics sessions for targeted pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3
Additional fluency sessions to improve reading ability	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3
Nurture provision to provide personalised learning support for targeted pupils	https://educationendowmentfoundation.org.uk/	1, 2, 3

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

Budgeted cost: £5,000

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

<p>Contribution to cost of educational visits</p>	<p>https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/</p> <p>https://webarchive.nationalarchives.gov.uk/ukgwa/20141106081904mp_/https://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice//Learning%20outside%20the%20classroom.pdf</p>	<p>1, 2, 4</p>
<p>Headteacher and SLM time to tackle attendance issues (paid from whole school budget)</p>	<p>Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk)</p> <p>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</p>	<p>4</p>
<p>Contribution towards the cost of extra curricular and out of school learning</p>	<p>https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/</p> <p>https://webarchive.nationalarchives.gov.uk/ukgwa/20141106081904mp_/https://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice//Learning%20outside%20the%20classroom.pdf</p>	<p>1, 3, 4</p>

Total budgeted cost: £65,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year 22-23

We kept the amount of staff delivering support in class the same across the school. This meant that children got support when they needed it in class, and also during intervention groups. Pupils who received this support made rapid progress towards catching up.

- Our Year 6 pupils left school at the same academic level that our Pupils achieved before the pandemic and this meant they were ready to do well at Secondary School.
- We delivered additional CPD (training) for new staff and made sure our phonics teaching (using Read, Write Inc) was improved. This meant that across the school, groups of children received additional support.

Last year the school supported disadvantaged pupils to catch up on lost learning with numerous interventions across school.

A big focus was to get Y6 pupils ready for the next stage in their education (Secondary school). There were 8 pupils classed as disadvantaged in Y6 with each pupil representing 13%.

The pupil premium grant meant:

We kept the amount of staff delivering support in class the same across school

SATs results 2023- (school data)

		Disadvantaged (8 pupils)	
		school	National (2022)
Reading	EXS	75%	62%
	GDS	13%	17%
writing	EXS	75%	55%
	GDS	13%	6%
maths	EXS	63%	56%
	GDS	0%	12%
spag	EXS	75%	59%
	GDS	13%	17%
combined	EXS	50%	43%
	GDS	0%	3%

Progress scores for disadvantaged from ASP

	reading	writing	maths
Progress score for disadvantaged	+0.57	-1.9	+0.96
National average for non disadvantaged 2022	0.31	0.24	0.31

Pupils fluency

Last year average progress in Salford test for fluency for the disadvantaged group of children was 14 months progress over the year.

For children that were disadvantaged without SENd needs the progress was 19 months over the year. The interventions in place ensured that pupils made excellent progress.

Academic year 21-22

Data for y6

		Disadvantaged (8 pupils)	
		school	national
Reading	EXS	88%	62%
	GDS	25%	17%
writing	EXS	50%	55%
	GDS	0%	6%
maths	EXS	63%	56%
	GDS	13%	12%
spag	EXS	50%	59%
	GDS	24%	17%
combined	EXS	38%	43%
	GDS	0%	3%