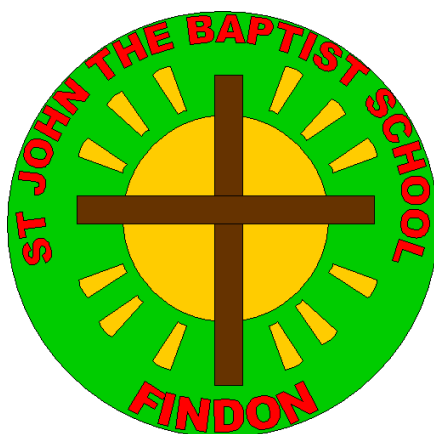


**ST JOHN THE BAPTIST C OF E
PRIMARY SCHOOL
FINDON**

PUPIL PREMIUM



Reviewed:	November 2022
Next Review:	November 2023

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the Baptist CofE Primary School, Findon.
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	14
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	J Sharrock
Pupil premium lead	J Sharrock
Governor / Trustee lead	J Roche

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13850.00 (FSM) + £2770.00 (ever 6) + £320 (service) + £4970 CLA
Recovery premium funding allocation this academic year	£2030.00
National Tutoring	£2268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27703
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	£ 31721.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use Pupil Premium and Recovery funding it is important to consider the context of the school and the pupils that we serve, as well as the research in this area. In this document we refer to the “The EEF Guide to Pupil Premium” and “Using your pupil Premium Funding Effectively” (2021) material.

Common barriers to learning for disadvantaged children can be linked to Speech and Language challenges, lack of confidence and in the impact of the Lockdowns caused by the Pandemic. Both of these are evident in increasing numbers of children needing additional Learning Mentor and phonics support. However, there is no “one size fits all response” and we aim to support all our children. We will use this funding to target the most vulnerable namely those children that receive free school meals or are “looked after” (CLA). However, given that the school-led tutoring funding broadens these criteria we reserve the right to use the funding to address the needs of children judged to be disadvantaged whether they are in receipt of free school meals or not.

Teachers and staff will be involved in the identification and support of the children and the leadership of the school will monitor and evaluate this work to ensure that the impact of is reviewed and adjusted as appropriate.

While our use of the Pupil Premium budget is always centrally focused on those children as identified as eligible for this funding, we also believe that by supporting quality school wide teaching approaches and targeted support, we are providing the conditions for all pupils, including those experiencing disadvantage, to thrive in our school.

Our aim is to narrow the gap between our disadvantaged and non-disadvantaged pupils whilst providing for the needs of **all** our children.

This plan addresses their needs through both focusing on targeted interventions which will support academic attainment **and** supporting their emotional health and well-being.

Teaching is built on strong relationships and so the guiding principle is to ensure that the children are working alongside members of staff from our school with whom they already have a positive relationship. This will mean that the learning can be followed up informally during class time on other occasions throughout the school week. This will help to embed the learning and our own work last year showed this to be an effective model to use.

This will be supported by weekly high quality RSHE lessons and support from a Learning Mentor/ Play therapist, as needed, to support the development of the children's resilience and emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	Weak speech and language skills
2	Comprehension skills limited
3	Weakness in number and retrieval from long term memory
4	Resilience when faced with challenges
5	Social communication skills

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
Children to make expected or better progress based on their starting point at the beginning of the year for reading, writing and maths	Children to make expected or better progress year on year evidenced through assessments and achievements of targets from ILPs/EHCPs
Children build confidence in communicating with their peers and adults	Children will confidently interact with their peers and teachers at different times throughout the school day
Children to develop social skills that will allow them to confidently build relationships with their peers and adults in the school setting	Children build sustained friendships over a period of time
Children will have a range of strategies to support them when they are faced with challenge	Children become more successful learners with greater resilience when dealing with challenges

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: £4729

Activity	Evidence that supports this approach	Challenge number(s) addressed
Various training for teaching assistants in each phase	Higher % of children have entered school with varying issues that relate to: Speech and language Social communication In Reception, we have a high % of children requiring speech and language support	1 and 5
Staff CPD SLT release time to work with staff/support staff	SLT to work with teachers to define quality first teaching Specific training for teaching assistants Phonics training for all teaching staff – Song of Sounds High quality staff CPD following EEF principles.	1,2,3, 4 and 5
SENCO works with LA SEND Advisor and completes SEND audit	SEND more experienced with the principles of adaptation	1,2,3,4 and 5

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

Budgeted cost: £ 17,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Use of TA time in class and through 1:1 interventions and small group teaching of Sp&L intervention material, precision training, phonics and other specific interventions.	Speech and language material both in house supported by the SALT team material is shown to impact on pupil's development of early	1, 2, 4 and 5

	learning skills which support reading and writing.	
2. 1 to 1 support Several children receive 1 to 1 support to help them to fill gaps in Maths and English	<p>These identified children struggle with retention of information so over learning of skills will help them in the classroom setting.</p> <p>This is a focused intervention session which builds on skills or revisits skills to support with learning strategies that can be used back in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2 and 3
3. Time for member of staff to track progress of children and report this to Governors	Reports to Governors essential part of the funding accountability and tracing enables feedback to staff regarding progress made and any changes that may be needed as each half term is evaluated.	1,2,3.4 and 5

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

Budgeted cost: £ 5534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution of 1 day per week employment of Learning Mentor for days to support pupil emotional well-being and resilience. Also half day per week of Play therapy support.	<p>Transition throughout the school day can be very difficult for children. We have several children who need support to settle at the start of the school day.</p> <p>The involvement of the learning mentor is very powerful as the support gives the children the opportunity to self-regulate and talk through any issues that may have arisen during transitions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
Financial Support for the Pupil Premium	Supporting the development of team building skills, independence and resilience. Ensuring Pupil Premium children have the option to play a full part in school life.	4 and 5

children eg. PGL residential, school clubs and uniform and trips.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Support for Music Tuition via WSCC	All children should have the option to learn and musical instrument. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4 and 5

Total budgeted cost: £ 27,703

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Song of Sounds	Song of Sounds
Accelerated Reader	Renaissance
Nessy	Nessy
Times Tables Rock Stars	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This provides a summary of the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Interventions and enhanced opportunities planned for disadvantaged pupils and put in place at the onset of the academic year. Pupils eligible for Pupil Premium funding and other pupils identified as vulnerable were prioritised for learning within school.

Out of the four Y6 Pupil Premium children, 75% of pupils achieved the expected standard in Reading and Writing with one pupil making accelerated progress in Maths and achieving the greater depth standard.

Catch-Up funding was used to finance National Tutoring programme interventions using a HLTA who supported children in KS2 with reading and maths. Disadvantage children were targeted with these interventions, which were deemed to be beneficial and involved one-to-one and very small group tuition.

It is clear that the overall disruption caused by school closures, partial school closures, remote learning and absences due to COVID has led to lower attainment than in previous years.

This increases the importance of a well-structured and co-ordinated strategy for supporting disadvantaged and vulnerable pupils in the current academic year and in using this as a starting point for developing a coherent and sustained set of interventions and learning approaches as part of a 3-year strategy plan.