



Pupil premium strategy statement

School name	St John's Church of England Primary School
Pupils in school	375
Proportion of disadvantaged pupils	61.3%
Pupil Premium allocation this academic year	£271,731
Covid Recovery premium	£28,420
Total Pupil Premium	£300,151
Academic year covered by statement	2021-2022
Publish date	November 2021
Review date	July 2022
Statement authorised by	Governing Body – November 2021
Pupil Premium lead	Mrs J Williamson / Ms L Ogle
Governor lead	Elisabeth Smiley and Tracey Parvin

Disadvantaged pupil progress scores for last academic year (2019 due to Covid19)

Measure	Score
Reading	-2.3
Writing	-3.3
Maths	-4.2

Disadvantaged pupil performance overview for last academic year (2019 due to Covid19)

Measure	Score
Meeting expected standard at KS2	44%
Achieving high standard at KS2	0

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress score in KS2 Reading (0)	2022
Progress in Writing	Achieve national average progress score in KS2 Writing (0)	2022
Progress in Mathematics	Achieve national average progress score in KS2 Maths (0)	2022
Phonics (Year 1 and Year 2)	Achieve national average expected standard in PSC (82%)	2022
Good Level of Development – EYFS	Achieve national average GLD (71.8%)	2022

Teaching priorities for current academic year

Measure	Activity
Empiribox (KS2)	To provide children with engaging and hands-on Science learning to enable them to make progress in Science.
Accelerated Reader	To ensure children make expected progress in reading and are able to have consistent feedback on their reading progress.
Barriers to learning these priorities address	Reading age significantly below age expected Limited life experiences which impacts on language development and vocabulary
Projected spending	£10,774

Targeted academic support for current academic year

Measure	Activity
Higher Level Teaching Assistant in Reception class x2	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 1 Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 2 Teaching Assistant x2	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 4 Higher Level Teaching Assistant (1 day)	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 4 Teaching Assistant (4 days)	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 4 SEN/PP Teaching Assistant 1:6	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 5 Higher Level Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
Year 6 Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
SEMH/Wellbeing Teaching Assistant	To enable children to narrow/close the gap in their learning and to access the support needed.
Barriers to learning these priorities address	Low attainment on entry (Reception) Significant gaps in Reading, Writing and Maths High level of SEND for disadvantaged pupils High Mobility
Projected spending	£206,068

Wider strategies for current academic year

Measure	Activity
Enrichment	To enable children to experience relevant trips or experiences to enhance their learning and bring it to life.
Forest School (0.5)	To develop confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
FLO (x2 posts)	Working in partnership with families, parents, carers and pupils in school to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.
Whole school breakfast (spread, additional cost for freezer and 10hrs staffing per week)	To ensure the best possible start to the school day – supporting healthy eating, physical preparedness for the day and social skills in the serving and sharing a meal with others.
Play Therapy sessions (1:1 and 1:4)	To support vulnerable children and their families with social and emotional challenges which are affecting academic progress and attendance.
Young Carers Support	To support vulnerable children who care for family members at home whose caring role impacts their social and academic needs.
Attendance support	To support families with attendance.
Barriers to learning these priorities address	Low level of school attendance for disadvantaged pupils. Lack of parental engagement to support learning Social, Emotional and Mental Health needs Limited life experiences which impacts on language development and vocabulary
Projected spending	£83,309

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff training termly	Ensure sufficient cover to prioritise training
Targeted support	Staff used to cover rather than lead intervention/staff absence Staff used to support high level SEN where additional support has not been put in place In year casual admissions with high level of need Staff training termly	SEND Provision plan High Needs Funding applications and recruitment of qualified staff Admission procedure reviewed Ensure sufficient cover to prioritise training
Wider strategies	Recruitment of Therapist and FLO	Quality of advert and recruitment process

Review: last year's aims and outcomes

Aim	Outcome 2021
Progress in Reading	n/a due to Covid19
Progress in Writing	n/a due to Covid19
Progress in Mathematics	n/a due to Covid19
Phonics (Year 1 and Year 2)	n/a due to Covid19
Good Level of Development - EYFS	n/a due to Covid19

***Internal school data shared with GB**