



Pupil premium strategy statement

To develop this statement, we have used strategies from the Education Endowment Foundation. This has resulted in a plan that impacts positively on the lives of all children in the school. In addition to this plan we will use the Government 'catch-up' funding to accelerate pupil progress further

School overview

Metric	Data
School name	St John's Church of England Infant School
Pupils in school	79
Proportion of disadvantaged pupils	45.6%
Pupil premium allocation this academic year	£31,080
Academic year or years covered by statement	2024/25
Publish date	20 January 2025
Review date	20 January 2025
Statement authorised by	Joanne Strachan
Pupil premium lead	Katie Forghani
Governor lead	

KS1 Disadvantaged pupil performance overview for last academic year – summer 2023

Measure	Score
Meeting expected standard at KS1- reading	61%
Meeting expected standard at KS1- writing	57%
Meeting expected standard at KS1- maths	65%
Meeting expected standard at Y1 phonics	40%

Strategy aims for disadvantaged pupils

Aim	Measure
To reduce the attainment/progress gap between disadvantaged and others in reading across the school	Achieve/ Exceed national average attainment scores for disadvantaged children in reading.
To reduce the attainment/progress gap between disadvantaged and others in writing across the school	Achieve/Exceed national average attainment scores for disadvantaged children in writing.
To reduce the attainment/progress gap between disadvantaged and others in maths across the school	Achieve/Exceed national average progress scores for disadvantaged children in maths.

Teaching priorities for current academic year

Aim	Activity
<p>To provide 100% good or better teaching in reading across the school</p>	<ul style="list-style-type: none"> • Prioritise time for reading lessons on class timetables • Involve pupils in setting challenging targets for themselves in reading more • Provide staff for 1:1 RWinc intervention sessions in phonics • Provide staff with training in Accelerated Reader (a stage not age reading programme) and it's diagnostic gap analysis tools. • Provide staff with training in Read, Write, Inc (a stage not age reading programme) and it's gap analysis/ assessment tools • Use an outstanding teacher to model/upskill staff in the use of AR • Use an outstanding national leader in RWI delivery to team teach alongside all RWI practitioners upskilling their work • Senior leaders to monitor staff impact in the teaching of reading and deploy staff effectively in accordance with pupil/staff development needs • Ensure ECTs are mentored/trained effectively in reading
<p>To provide 100% good or better teaching in writing across the school</p>	<ul style="list-style-type: none"> • Prioritise the acquisition of language in all year groups • Provide EY staff with training in 'Talk through Stories' initiative • Provide EY staff with training in 'squiggle while you wiggle' initiative • Provide staff with training on the expectations for the teaching of writing at our school • Adapt the curriculum to provide more motivating/ engaging opportunities for reluctant writers • Break the writing process down into more manageable sections for children who have low writing stamina • Develop a more effective marking process for writing and provide time for children to make improvements to it • Use an outstanding practitioner to model /upskill staff teaching of writing • Design and use stage not age writing resources that lead to individual, personalised improvement and challenge higher ability pupils more • Implementation of grammar and spelling resource across KS1 • Senior leaders to monitor staff impact in the teaching of writing and deploy staff effectively in accordance with pupil/staff development needs • Ensure ECTs are mentored/trained effectively in writing
<p>To provide 100% good or better teaching in maths across the school</p>	<ul style="list-style-type: none"> • Provide staff with training on the expectations for maths teaching in our school • Increase the pace of maths teaching across the school so that the curriculum is covered effectively before May • Adapt the delivery of fluency in maths to increase engagement via use of digital resources more • Structure maths teaching into small groups across the school so each child receives more support

	<ul style="list-style-type: none"> • Provide opportunities for higher ability pupils to receive more challenge via split start lesson delivery • Monitor staff impact in the teaching of maths and deploy staff effectively in accordance with pupil/staff development needs • Ensure ECTs are mentored/trained effectively in maths
Barriers to learning that these priorities address	<ul style="list-style-type: none"> • Inconsistent/ poor quality teaching • Staff absence
Projected spending	<ul style="list-style-type: none"> • AR platform access- £850 • AR library books - £500 • RWI trainer support – £500 • Release time for Reading leader-£500 • EY Talk through Stories training and resourcing - £400 • EY squiggle while you wiggle training and resourcing - £100 • Grammar and spelling programme and resources - £550 • Release time for Writing leader- £500 • Digital maths resources –£500 • ECT training support programme - £1000 • ECT additional release time - £700 • Release time for Maths leader – £500
Total	<ul style="list-style-type: none"> • £6,600

Targeted academic support for current academic year

Aim	Activity
To accelerate the progress/attainment of all disadvantaged children across the school	<ul style="list-style-type: none"> • All Staff to access training on inclusive practices • Senior leaders to audit staff awareness of inclusion strategies • Train all staff in school inclusive practices and how to 'check in with'/ support disadvantaged children within every class lesson • Implement Total Communication across school to assist children in developing their ability to communicate with others • Implement Makaton across EY to support identified children engage with others and access their learning • Implement assessments to allow for early intervention for children who would benefit from SpLang support • Senior leaders to monitor staff inclusion work and provide developmental feedback to individual practitioners as necessary • Employ SENCO to increase capacity for strategic support for identified disadvantaged children
To accelerate the progress/attainment of identified disadvantaged children in phonics	<ul style="list-style-type: none"> • Senior leaders to gap analyse termly phonics assessments to identify children for intervention • Train support staff in how to deliver high quality 1:1 phonics tutoring • Train new staff in RWinc • Increase number of support staff hrs so they have the capacity to deliver phonics interventions every afternoon

	<ul style="list-style-type: none"> • Senior leaders to monitor the impact of phonics tuition and redeploy personnel to best meet children's needs • Use external advisor to provide coaching 3 times a year
To accelerate the progress/attainment of identified disadvantaged children in reading, writing and maths	<ul style="list-style-type: none"> • Class teachers to gap analyse termly teacher assessments to identify children for intervention in each subject area • Pupil progress meetings to be held termly to identify focus children to make accelerated progress the following term and changes to timetable/curriculum • Milestone document to strategically review Y2 performance across the year • Train support staff in how to deliver high quality intervention work in reading, writing and maths • Increase number of support staff hrs so they can deliver interventions to disadvantaged children every afternoon • Train new staff in school systems for teaching RWM to ensure high quality teaching • Senior leaders to monitor the impact of intervention work in reading, writing and maths then redeploy personnel to best meet children's needs
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Disadvantaged children's gaps in learning/ reasons for slow/ stilted progress will be addressed • Mobility and children new to country
Projected spending	<ul style="list-style-type: none"> • Release time for senior leaders –£3,000 • Release time for staff for training and pupil progress meetings - £700 • Online phonics training support-£1,000 • Increase number of support staff hours– £6,000 • Training of staff in identified areas of need - £2000 • Staff trained and roll out Makaton -£ 400 • Resourcing Total Communication - £400 • SpLang assessment – £500
Total	<ul style="list-style-type: none"> • £14,000

Wider strategies for current academic year

Aim	Activity
To remove social/emotional barriers to learning for identified children	<ul style="list-style-type: none"> • Provide self-regulation stations in every class • Provide identified children with a range of specific therapy work from trained staff internal and external to the school • Provide identified children with ELSA sessions from trained staff internal to the school • Provide identified children with a range of specific therapy work from trained staff internal and external to the school • Access to professional services to support additional needs i.e. educational psychologist • Look to provide wrap around care • Provide parents with learning passports and workshops on key aspects of their children's learning

To improve the safety/wellbeing circumstances of home situations for identified children	<ul style="list-style-type: none"> • Increase the Pupil and Family Support worker's hrs to provide more support for identified families • Increase staff on the Pupil Support Team to extend support available • Run Triple P Parenting workshops across the year with identified families
To improve attendance rates for identified children	<ul style="list-style-type: none"> • Attendance office to work closely with Local Authority Strategies to be implemented from FS2 to Year 2 • The Pupil and Family Support Worker and Attendance Officer to meet with identified parents, identify barriers to attendance and work together with families to reduce them • Incentives for children to attend school 100%
To improve cultural capital for identified children	<ul style="list-style-type: none"> • Provide children with a curriculum that is engaging, creative, broad and balanced and designed to meet all pupils needs • Design opportunities for the children to celebrate diversity throughout the school year • Provide greater enrichment opportunities for identified children eg pay for school tips, residentials, school workshops, music tuition, before and after school clubs, inspirational visitors etc • Assemblies and visits exposing children to a variety of culture and religions
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Impact of current economic climate and high level of deprivation in the local area on pupil wellbeing and on family well-being • Increase in mobility and children arriving new to country
Projected spending	<ul style="list-style-type: none"> • Expanding capacity of Pupil Support Team –£2,000 • ELSA practitioners and resources £680 • Bespoke curriculum –£1000 • Cost of running Triple P - £1000 • Cost of enrichment activities for identified children – £1,750 • Professional services to support additional needs – £500 • Wrap around care staffing - £ 2500 • Wrap around care resources - £300 • RWM passports and workshops - £750
Total	<ul style="list-style-type: none"> • £10,480

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Finding enough time for staff professional development	Use of INSET days and additional staff meeting times
Targeted support	Staff attendance levels need to be high to free up adults for targeted intervention work	Staff wellbeing week introduced
Wider strategies	Families must engage with school staff and with school values in order to improve the learning/ well- being of their children	Highlight the role of the Pupil Support Team within the school community and make the team visible /approachable thereby removing any pre- conceived ideas that parents may have formed from their own

		school experiences which may have been negative.
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Review: summer 2024 (currently using a mixture of 2022/23 and 2023/24 data)

Aims	Outcome
<p>Teaching Priorities: To provide 100% good or better teaching in reading, writing and maths to all children across the school</p>	<ul style="list-style-type: none"> • Teaching at the end of the year was judged to be 100% good or better than good: • KS1 outcomes in 2024 for greater depth have all improved on the previous year • FS outcomes for GLD have improved significantly on the previous year • 88% of children with the school since FS achieved expected in reading at Y2 • 75% of children with the school since FS achieved expected in maths at Y2. 50% of these children got greater depth • 75% of children with the school since FS achieved expected in writing at Y2. 25% of these children got greater depth
<p>Targeted academic support: To accelerate the progress/attainment of all disadvantaged children across the school</p>	<ul style="list-style-type: none"> • The gap between PP and non is continuing to close <p>Wider strategies:</p> <ul style="list-style-type: none"> • Social/emotional barriers to learning for identified children were removed • The safety/wellbeing circumstances of home situations for identified children were improved
<p>Wider Strategies: To remove social/emotional barriers to learning for identified children To improve the safety/wellbeing circumstances of home situations for identified children To improve attendance rates for identified children To improve cultural capital for identified children</p>	<p>Wider strategies:</p> <ul style="list-style-type: none"> • Social/emotional barriers to learning have been reduced for identified children who have been able to work in our alternative provision class setting throughout the year • Implementation of ELSA has had a positive effect on many children's emotional regulation • The safety/ wellbeing of identified children has been improved due to the expansion and work of the pupil support team • Attendance rates for identified children have improved this year. PP attendance (88.13%) is in line with non-PP attendance (93.13%) which. This continues to be a focus.