



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	51
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£23,280
Academic year or years covered by statement	2023/24
Publish date	01 September 2023
Review date	01 September 2024
Statement authorised by	Joanne Strachan
Pupil premium lead	Katie Forghani
Governor lead	Siju Adeoye

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

Measure	Score
Meeting expected standard at KS1- reading	100%
Meeting expected standard at KS1- writing	67%
Meeting expected standard at KS1- maths	67%
Meeting expected standard at Y1 phonics	43%

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 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
<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 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
<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 • Collaborate with the Medway Maths Hub to train staff in the maths mastery approach • Structure maths teaching into small groups across the school so each child receives more support • Provide opportunities for higher ability pupils to receive more challenge via split start lesson delivery

	<ul style="list-style-type: none"> • Monitor staff impact in the teaching of maths and deploy staff effectively in accordance with pupil/staff development needs
Barriers to learning that these priorities address	<ul style="list-style-type: none"> • Inconsistent/ poor quality teaching
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 programme and resources - £450 • Release time for Writing leader- £500 • Digital maths resources –£500 • Release time for Maths leader – £500
Total	<ul style="list-style-type: none"> • £4,800

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"> • Senior leaders 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 • Senior leaders to monitor staff inclusion work and provide developmental feedback to individual practitioners as necessary
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 • Senior leaders to monitor the impact of phonics tuition and redeploy personnel to best meet children's needs
To accelerate the progress/attainment of identified disadvantaged children in reading, writing and maths	<ul style="list-style-type: none"> • Senior leaders to gap analyse termly teacher assessments to identify children for intervention in each subject area • 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

	<ul style="list-style-type: none"> • 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
Projected spending	<ul style="list-style-type: none"> • Release time for senior leaders –£3,000 • 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
Total	<ul style="list-style-type: none"> • £12,800

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
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"> • Appoint Attendance Officer to monitor, track and record the attendance of identified children who fall below expected levels • 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 • Provide homework club for identified children until 4pm
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Impact of covid 19 and current economic climate on pupil wellbeing and on family well-being
Projected spending	<ul style="list-style-type: none"> • Increasing capacity of Pupil Support Team –£2,000 • Appoint Attendance Officer - 1,000

	<ul style="list-style-type: none"> • ELSA practitioners and resources £680 • Bespoke curriculum –£1000 • Cost of running Triple P - £1000
Total	<ul style="list-style-type: none"> • £5,680

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.

Review: summer 2023 (currently using 2022 data)

Aims	Outcome
<p>Teaching Priorities: To improve attainment and progress in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> • Teaching at the end of the year was judged to be 100% good or better than good: • Well above national expected (2022) in KS1 reading, writing and maths • 64% (61% nationally) of all pupils met the expected standard, with 67% of disadvantaged pupils achieving the expected standard, higher than other pupils at 64%. This was a 53 percentage point increase for disadvantaged pupils compared to 2022. • 64% of pupils met the expected standard with 67% of disadvantaged pupils meeting the standard. This was lower than the national average by 2 pupils but more than double the 29% achieved by our disadvantaged pupils in 2022. • Well above national Greater depth (2022) in KS1 Maths • • Gap between PP and non PP children decreased to 1% <p>We are awaiting Statistical data release on Pupil characteristics level for KS1 and EYFS due Oct/Nov 2023</p>
<p>Targeted academic support: Increased evidence of long-lasting positive reading behaviours in our disadvantaged pupils</p>	<ul style="list-style-type: none"> • KS1 disadvantaged reading at expected or above is over 10% higher than national (2022) • KS1 disadvantaged writing at expected was 6% above national (2022)

<p>Improved use of wide-ranging and higher level vocabulary in both speech and writing with our disadvantaged pupils</p>	<p>We are awaiting Statistical data release on Pupil characteristics level for KS1 and EYFS due Oct/Nov 2023</p> <ul style="list-style-type: none"> • This continues to be an area for development. Speechlink is used to assess pupils and specific support is in place for those who need it. There is evidence of progress both in oracy and writing, but not yet to a level that we would agree means that the success criteria is met.
<p>Wider Strategies: Sustained increase in pupil well-being and personal development amongst all pupils and disadvantaged pupils in particular, through participation in a wide range of enrichment and extra-curricular activities.</p>	<p>Wider strategies:</p> <ul style="list-style-type: none"> • Pupils have had universal access to a range of enrichment activities, including theatre visits; visits to historic sites; museums and the beach. • Craft afternoons led by local volunteers and a week of holiday activities have also taken place. • The success of these approaches can be found in the way that children talk about them long after the event and also in parents then taking their children to the local sites that aren't charged at weekends and during holiday breaks.