



## ST JOHNS INFANT SCHOOL

### Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Johns Church of England Infants School
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Taylor

Pupil premium lead	Lisa Leak/Jo Taylor
Governor / Trustee lead	Janet

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,620
Recovery premium funding allocation this academic year	£ 3650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,620

## Part A: Pupil premium strategy plan

### Statement of intent

- We are an ambitious and inclusive school where our vision is deeply rooted within the theology of John 15, Growing and flourishing in God's love. It inspires us to believe that all pupils can grow and flourish academically, physically, mentally and emotionally. We therefore, strive for academic excellence for all pupils, regardless of their background and this includes those that are disadvantaged. This plan focuses on the following key principles:
  - To provide high quality CPD for all teachers, ensuring that the teaching staff have the skills required to make a positive impact on the provision of all children
  - To raise the attainment and progress of disadvantaged children in reading, writing and mathematics
  - To provide a stimulating and engaging curriculum, which inspires and motivates disadvantaged pupils.
  - To improve the behaviour for learning of our children.
  - Our ultimate aim is to ensure that the attainment gap between disadvantaged and non disadvantaged pupils narrows, both nationally and within internal school data.
  - We ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to any vulnerable groups.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. This number has increased due to the impact of the Covid-19 pandemic. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Supporting attainment and progress - reading, writing and maths. We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that some individual pupils who are eligible for

	pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in either reading, writing or maths. This difference has, in some cases, been exacerbated by the school closure periods.
2	Developing long lasting positive reading behaviours. Our knowledge of what and how children read when they read for pleasure shows us that our pupils who are eligible for pupil premium do not all have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non-disadvantaged peers.
3	Developing vocabulary for oracy and writing. Our observations of children's oral language and our knowledge of children's writing shows us that some pupils who are eligible for pupil premium do not use the same level of vocabulary as their peers
4	Supporting personal development and well being. Our discussion with pupils and families, especially at the return-to-school points after school closure periods, have identified social and emotional issues for some families where children are eligible for pupil premium. We want to support these pupils' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular and enrichment activities

## 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
Improved attainment and progress in Reading, Writing and Maths	Achieve national average progress scores in Reading, writing and maths. Over the three years of this plan are in line with percentage for non-disadvantaged pupils.
Increased evidence of long-lasting positive reading behaviours in our disadvantaged pupils	Children in our disadvantaged group demonstrate an ability to make appropriate and engaging books choices for themselves and that they read widely for pleasure and can talk about what they have read. Data from class teacher and subject leader pupil voice sessions.
Improved use of wide-ranging and higher level vocabulary in both speech and writing with our disadvantaged pupils.	Children in our disadvantaged group use appropriate vocabulary in their speech and writing. Data from observations of pupils and assessments of writing over time.
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.	Increase in well-being demonstrated through conversations with pupils, informal wellbeing surveys, pupil voice and good behaviour for learning. Classes to ensure that enrichment activities are planned within the school

	day/week/term, including our beach trip.
--	--

## 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

Budgeted cost: £ tbc

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to raise the attainment of reading across the school using Accelerated Reader and high quality Phonics teaching.	AR was very well received by teachers and teaching assistants who perceived positive impacts on pupil reading ability, reading stamina, and attitudes. According to EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics is continued to be taught in EYFS and KS1.	1,3
To provide high quality CPD for all teachers,	High quality CPD is essential. External CPD is cascaded through staff meetings and	1,2,3,4

including teaching assistants, ensuring good to outstanding teaching for all pupils.	inset - it is always linked to the School Improvement Plan. SLT to provide support for teachers either new to teaching or new to the Key Stage. Support given to train Teaching Assistants, new to the role and to provide high quality support to pupils. E.G RWI training for new staff member	
--	---	--

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

Budgeted cost: £ tbc

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provide after school booster sessions for disadvantaged pupils (and others) to target specific areas of the curriculum missed or misunderstood because of	After school catch up sessions led by class teachers. EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress.	1,2,3,4

school closure periods		
To improve vocabulary and understanding across the school	Train Early Years Team in NELI to improve language and communication skills. NELI assessments to be completed and groups arranged, program to run. All staff to plan and teach high quality vocabulary across the whole curriculum. Targeted support from a speech and language therapist for identified children	1,2,3,4
Develop writing opportunities across the curriculum	Covid-19 and lockdown has had a negative impact on the attainment of writing, as most learning was online. Embedded writing across the curriculum will engage and motivate children to write more.	1,3
To identify pupils who may require more targeted support on a daily basis and through tutoring programmes	Success of the National Tutoring Programme throughout the Covid-19 pandemic indicates that one to one and small group tuition can accelerate progress	1,2,3

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

Budgeted cost: £ tbc

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupils in extra-curricular and enrichment activities	<p>DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being. These will include:</p> <ul style="list-style-type: none"> <li>• School to continue to work with AAP and families to promote attendance</li> <li>• To attend extra-curricular opportunities outside of school to promote physical and mental well-being, increase experiences and raise aspirations.</li> <li>• Provide financial relief to families for out of school activities and trips</li> </ul>	

Total budgeted cost: £ tbc

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*