

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's C of E Infant School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	2.4%
Academic year/years that our current pupil premium strategy plan covers.	2 years currently no pp pupils in 2021/2020 cohort
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Mrs Marion Stevens
Pupil premium lead	Mrs Marion Stevens
Governor	Mrs Myra Johnson/ Mrs Sonia Lay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2,690
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 2,690

Part A: Pupil premium strategy plan

Statement of intent

At St John's it is our intent that all children, irrespective of their background or the challenges they face receive high quality teaching and learning as well as being fully supported to develop or maintain high levels of well-being. High expectations are set of all children and the purpose of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including those who are already high attainers.

We review each case on an individual basis looking at the challenges faced by each vulnerable pupil, these include young carers and those receiving support from children and family services.

Quality first teaching is a priority in our classrooms with support to address areas in which the disadvantaged children require additional support be that academic or with their well-being. Evidence states that this has a proven impact on academic attainment, for all but with a particular emphasis on closing the gap between the disadvantaged and the non-disadvantaged. Training and support is put in place to deliver quality first teaching which will be of benefit to all the pupils within the school.

The approach we take is based upon individual needs and evidence gained from diagnostic assessment. We track the academic progress, planning support when and where necessary. Plans are then put in place to ensure the correct provision, support, training and resources are in available.

- All staff take responsibility for the outcomes of disadvantaged pupils, setting high expectations and ensuring the pupils are given the right support to achieve those expectations.
- Early intervention supports a “keep up” not “catch up” approach.
- The well-being of both child and family are a priority and support sought when necessary.

Key priorities for our pupils are:

- We have high expectations that they should meet or exceed the expectations for their year group.
- The children are to be provided with warm well-fitting uniforms, milk and snacks at breaktimes, access to school clubs and trips at no additional cost to the family.
- Their wellbeing is a priority and they are supported by school staff and our ELSA should it be required.

Challenges

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

Challenge number	Detail of challenge
1	Emotional resilience and self-esteem Assessments (Leuven Scales, ELSA), observations, pupil discussion and conversations with staff show our current disadvantaged pupils require support to develop resilience when faced with mistakes or if something appears hard at first. This lack of self-esteem impacts their mental health and wellbeing.
2	Attending extracurricular activities – Cultural capital Attendance at skills clubs is monitored and is less than those of their peers, as these are at additional cost to the family. Through these clubs the children gain skills physically and improve their mental health and wellbeing.
3	Assessments, observations, and discussions with professionals and parents indicate underdeveloped oral language skills following the pandemic. The National picture indicates that this will be a priority for a number of years and we should continue to develop our capacity to support pupils as necessary in the coming years.

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
Pupils become more resilient and display a positive attitude. Their self esteem has improved.	<ul style="list-style-type: none"> • Mistakes made are learned from and self – regulation is good. • They will have a positive outlook. • They will feel empowered to reach wider goals. • ELSA assessment will reflect improvements. • Leuven scale assessment will reflect improvements.
Pupils attend at least 1 skill based after school club	<ul style="list-style-type: none"> • Pupils show enjoyment of skills-based club with their peers. • Improved well-being and physical skills.
Development of language skills and increasing vocabulary.	<ul style="list-style-type: none"> • Pupils have improved speech production which matches or exceeds their age and stage of development. • Priority is given to expanding children’s vocabularies.

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: £ 800- recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Word Aware training for all staff to develop the teaching of vocabulary	Waldfoegel and Washbrook, (2010) found a two-year gap at aged 5 years between the wealthiest and the poorest. And as Ford-Connors and Paratore (2015) highlight 'students who enter classrooms with a low store of vocabulary knowledge are unlikely to acquire complex knowledge through simple exposure'. http://thinkingtalking.co.uk/word-aware/	3

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

Budgeted cost: £ [1,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support for phonics Yr. 2	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. EEF- 1:1 tuition suggests high impact for moderate cost. When delivered 3- 5 times a week over a 10 week period. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Small group support for phonics/writing YR 1	EEF- 1:1 tuition suggests high impact for moderate cost. When delivered 3- 5 times a week over a 10 week period. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3

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

Budgeted cost: £ [1,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support for resilience, positive attitude and self-esteem.</i>	<p>Our ELSA assessment shows the children with low self-esteem and therefore makes this a focus for improvement.</p> <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning +4 on EEF toolkit</p>	1,2,
Clubs paid for so that the children can attend at least one club should they wish.	The children mix with groups of their peers and gain valuable skills. Physical activity and singing are known to improve mental health and wellbeing.	2,

Total budgeted cost: £ 3,300

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.

For the year 2020- 2021 we provided for our children receiving pupil premium support, uniform, milk, clubs, trips, emotional support and breakfast club. In addition, families received free school meals vouchers during the school holidays and information on holiday clubs available to them.

This ensured the children were in school on time, emotional ready and prepared for the day's learning. They attended clubs alongside their peers which would have otherwise been at additional cost. They had the uniform they required.

By the end of year two the pupil had made improvements in their well- being, they had improved their levels of development in reading and writing with some continued improvement required in maths despite interventions. Those in year one have made expected or exceeding levels of development in reading, writing and maths but continue to need support in resilience, positivity and self -esteem. This shall therefore be the focus for their time in year two in 2021-2022.

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.

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
Reading Wise	Ideas wise LTD