

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 CE Primary |
| Number of pupils in school | 198 |
| Proportion (%) of pupil premium eligible pupils | 22% (44) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be next reviewed | December 2025 |
| Statement authorised by | Miss P Morgan Headteacher |
| Pupil premium lead | Miss P Morgan |
| Governor / Trustee lead | Mrs A. Churm |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £67 640 |
| Recovery premium funding allocation this academic year | £ 1595 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £ 69 235 |

Part A: Pupil premium strategy plan

Statement of intent

At St. John's C.E. Primary School, we intend to 'seek life in all its fullness' (John 10:10) for all our pupils, irrespective of their background or the challenges they face, and make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, and the activities and approaches outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, school-based evidence from our monitoring and evaluation schedule, and informed by diagnostic assessment.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance and punctuality |
| 2 | Communication and language on entry to school and vocabulary acquisition |
| 3 | Phonics and reading attainment |
| 4 | Improved outcomes across numeracy and writing for disadvantaged pupils |
| 5 | Social, emotional and mental wellbeing |

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 |
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| <p>1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p> | <p>Sustained improved attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the percentage of pupils with persistent absence is reduced to figures at least in line with the school's pre-pandemic attendance figures for 2018-19 • The overall absence rate will be in the lowest 20% of schools with a similar level of deprivation. • Attendance for disadvantaged pupils to be in line with national. • The gap between disadvantaged and non-disadvantaged absences has reduced • Sustained and improved attendance for disadvantaged pupils is demonstrated through a reduction in the absence rate for 2024-2025, which is then sustained. |
| <p>2. Improved oral language skills and vocabulary acquisition among lowest 20% and disadvantaged pupils</p> | <ul style="list-style-type: none"> • NELI data indicates accelerated progress for all pupils receiving the intervention in Reception • Lowest 20% of pupils achieving improved outcomes from their starting points, particularly in reading • Observations across the curriculum indicate significantly improved oral language among disadvantaged pupils. • Observations indicate the explicit teaching and acquisition of subject-specific academic vocabulary is a priority and consistent across the school |
| <p>3. Improved reading attainment</p> | <p>End-of-Key Stage reading outcomes show that the percentage of disadvantaged pupils meeting the expected standard is in line with national figures. The gap between all pupils and disadvantaged pupils would also be reduced year after year.</p> <p>The lowest 20% of pupils achieving improved outcomes from their starting points, making accelerated progress, particularly in reading</p> <p>Qualitative data from pupil voice, pupil and parent surveys, and teacher observations indicate that reading is a priority at St. John's School and that all pupils, particularly disadvantaged pupils, demonstrate a love for reading and engage in reading for pleasure strategies implemented by the school.</p> |
| <p>4. Increased outcomes across numeracy and writing</p> | <p>KS2 outcomes by 2026/27 show that more disadvantaged pupils meet the expected standard in maths and writing.</p> |

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| | <p>Increased levels of attainment and progress for disadvantaged children, monitored through both formative and summative assessments throughout the year.</p> <p>Writing interventions, in particular transcription skills (spelling, handwriting) and building stamina.</p> <p>Maths interventions – using assessment question level analysis for diagnostic gaps in learning to be addressed through interventions.</p> |
| 5. To achieve and sustain improved wellbeing and school engagement for all pupils in our school, particularly our disadvantaged pupils. | Children accessing support from the Nurture Lead/ELSA. |

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: **£ 8 500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continuation of NELI programme in reception 2024-2025:</p> <ul style="list-style-type: none"> Assessment Interventions | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Evidence strength: 4 Impact: + 6 months</p> | 2, 3 |
| <p>Fidelity to Phonics Scheme across school and associated phonics books. Embed Rising Stars phonics programme: DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> ➤ Ensure phonics training for all teachers, teaching assistants across the school ➤ Ensure phonics training for new members of staff | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Evidence strength: 5 Impact: + 5 months</p> | 2, 3 |
| <p>Maths lead engagement with 'sustaining mastery approach in maths' through NW Maths Hub and subsequent staff training/support</p> <p>Maths lead coaching and support</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence strength: 2 Impact: + 5 months</p> | 4 |

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| <p>Staff training: Whole staff training to revisit handwriting and spelling approach/ strategies</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Evidence strength: 3 Impact: + 4 months</p> <p>CPD ensures subject leaders are informed and confident to implement consistent approach to improve handwriting and spelling across the school – in class, small group tuition.</p> | <p>4</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£40 735**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embed structured reading and writing programme for lowest 20% across KS 2: Deployment of TAs in KS2 for 2024-25</p> <p>Monitoring of programme by SLT</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence strength: 3 Impact: + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Evidence strength: 4 Impact: + 6 months</p> | <p>2,3,</p> |
| <p>Continuation of Early Fluency Programme for identified KS1 pupils</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence strength: 3 Impact: + 4 months</p> | <p>2,3,</p> |
| <p>Phonics interventions for Reception, Year 1 & Year 2 pupils.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence strength: 3 Impact: + 4 months</p> | <p>2,3,</p> |

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| | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Evidence strength: 5 Impact: + 5 months</p> | |
| <p>Teaching assistants to lead targeted interventions across the school</p> | <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence strength: 3 Impact: + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Evidence strength: 3 Impact: + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Evidence strength: 4 Impact: + 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Evidence strength: 4 Impact: + 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence strength: 2 Impact: + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Evidence strength: 3 Impact: + 5 months</p> | <p>2,3,4,5,</p> |

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

Budgeted cost: £ 20 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Nurture Lead in place for support</p> <p>Emotional Literacy Support Assistant (ELSA) training fully implemented</p> <p>ELSA continued training and supervisions</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence strength: 1 Impact: + 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Evidence strength: 2 Impact: + 4 months</p> | 1, 5 |
| <p>Attendance support through Sefton traded services SLA</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Evidence strength: 4 Impact: + 4 months</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | 1, 5 |
| <p>Office assistant additional hours to secure recruitment.</p> <p>Office hours for attendance monitoring, administration and first response</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Evidence strength: 4 Impact: + 4 months</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | 1, 5 |
| <p>Reading incentives:</p> <ul style="list-style-type: none"> • Reading incentive reward cards • Reading certificates | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Evidence strength: 4 Impact: + 4 months</p> | 2,3,5, |
| <p>Uniform and swimming kit - Increased attendance and</p> | <p>https://www.gov.uk/government/speeches/ama-nda-spielman-at-the-national-day-nurseries-association</p> | 2,3,5, |

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| engagement, particularly disadvantaged pupils. | | |
| Increased access to experiences, teaching strategies and personal development opportunities that develop the cultural capital of all pupils, particularly disadvantaged pupils. | https://www.gov.uk/government/speeches/ama-nda-spielman-at-the-national-day-nurseries-association The building of cultural capital is important for all pupils but schools need to be particularly mindful of providing opportunities for disadvantaged pupils opportunities to build and connect knowledge, close the vocabulary gap and participate in enriching experiences. | 2,3,5, |

Total budgeted cost: £ 69 235

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 2023 to 2024 academic year.

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| EYFS 2024 | Pupils eligible for Pupil Premium (PP) 4 pupils (% achieved expected or above) | Pupils not eligible for Pupil Premium (PP) 23 pupils (% achieved expected or above) |
| Good Level of Development (GLD) | 25% | 74% |
| Word Reading | 25% | 87% |
| Comprehension | 25% | 91% |
| Writing | 25% | 91% |
| Number | 50% | 91% |
| Numerical Patterns | 50% | 96% |
| Year 1 Phonics Screening 2024 | Pupils eligible for Pupil Premium (PP) 6 pupils (% achieved expected or above) | Pupils not eligible for Pupil Premium (PP) 23 pupils (% achieved expected or above) |
| Passed the Year 1 Phonics Screening | 100% | 83% |
| End of KS2 2024 | Pupils eligible for Pupil Premium (PP) 7 pupils (% achieved expected or above) | Pupils not eligible for Pupil Premium (PP) 19 pupils (% achieved expected or above) |
| % met expectations in reading | 43% | 79% |
| % met expectations in writing | 43% | 79% |
| % met expectations in mathematics | 57% | 89% |
| % met expectations in GPS | 57% | 79% |
| % met expectations across reading, writing and mathematics (national data – 61%) | 29% | 74% |

Whole school attendance:

| ATTENDANCE | 2023-24 |
|-------------------------|---------|
| Whole school attendance | 95.1% |
| Pupil premium | 95.1% |
| SEND | 93.4% |

| PERSISTENT ABSENCE | 2023-24 |
|--------------------|-------------|
| Persistent Absence | (21 pupils) |
| Pupil premium | (7 Pupils) |
| SEND | (3 pupils) |

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 |
|--|-----------------------------|
| Early Fluency Programme | School Inclusion Consultant |
| Structured Reading and Writing Programme | School Inclusion Consultant |
| Power Maths | Pearson |
| White Rose Science | White Rose |
| Rising Stars Phonics | Rising Stars |
| <p>Ofsted 2023:</p> <p><i>'Staff have high expectations about what pupils can achieve. Pupils enjoy opportunities to find out about a wide range of subjects. They are eager to learn. Pupils achieve well across their subjects.'</i></p> <p><i>'Governors, leaders and staff work well together in harmony to ensure that pupils and children in the early years at St Johns' Church of England Primary School benefit from a good quality education. Across the curriculum, pupils and children in the early years achieve well. As a result, pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), are well equipped for the next stage of their education.'</i></p> | |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Building on training from [DfE grant to train a senior mental health lead](#) through commitment to the Mental Health Support Teams – Wave 8 programme in school, from January 2023. School to be part of and receive support by the MHST. Involvement of external agencies to provide specialist support were needed.
- Personal development and SMSC provision: Positive mental health and wellbeing are nurtured through the school's PERMA approach (five building blocks that enable flourishing – Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment).
- Funding vending machine for reading incentives through PTFA.

