

Pupil premium strategy statement

School overview

Detail	Data
School name	St John's Primary, Knaphill
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	19 th July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ellen Rinttila
Pupil premium lead	Ellen Rinttila
Governor / Trustee lead	Steve Dorset

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,335.00
Recovery premium funding allocation this academic year	£7,939.00
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	£87,274.00

Part A: Pupil premium strategy plan

Statement of intent

The school aims for all children to achieve their potential and eliminate barriers to learning. In order to do this, we ensure that teaching and learning opportunities meet the needs of all the pupils, and that appropriate provision is provided for those who require additional support.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged will be eligible for free school meals.

Pupil Premium funding is allocated following regular analysis of pupil progress. Vulnerable groups, including those that are socially disadvantaged, are reviewed regularly and teaching adapted to meet their needs. Research from the Sutton Trust states that the most effective means of improving outcomes for disadvantaged children are quality first teaching and the promotion of a 'growth mindset' across the school. It is also believed that the relationships between teaching staff and pupils underpins academic success.

On occasions, individuals will be identified as needing targeted provision and this usually come in the form of research based interventions. Individual TAs are trained on specific research based interventions. This ensures we have a range of interventions to support children's literacy and numeracy skills, as well as their social and emotional development.

At St John's, the main areas we are working on include:

- language and communication skills
- understanding in numeracy
- developing positive self-esteem and high aspirations
- developing social skills.

Challenges

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

Challenge number	Detail of challenge
1	Slow progress and low prior attainment: Pupil premium children/ disadvantaged children generally come into our school with low prior attainment, especially in the areas of language, communication, English and maths and make slower progress in our school.
2	Our assessments and observations indicate that disadvantaged pupils frequently have additional needs that further impact their learning e.g. Special Educational Needs and Disabilities (SEND) or Adverse Childhood Experiences

	(ACES). This has resulted in significant gaps leading to pupils falling further being age related expectations both emotionally and academically.
3	The weekly monitoring that Designated Safeguarding Leads do of referrals from staff indicates that there are increased social and emotional needs of children and families. Children present with high levels of anxiety, lack of engagement in school and a lack of a sense of belonging. Pupils and their families have a range of medical and mental health issues
4	Our disadvantaged pupils' families tend to be less engaged with school e.g. do not attend parent meetings, read less with their children at home, children do not attend clubs or school events e.g. Talent Shows. Our strategy aims to support families on low income or with disadvantage to ensure pupils do not miss out on learning opportunities and fully engage in the broad curriculum we offer e.g. trips, violin lessons, arts opportunities and the basics needed for learning e.g. pencil case items.

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
Strong relationships are built between staff, pupils and parents/ carers from the earliest point at which they engage with school.	Parent feedback, qualitative data from pupil voice
Improved knowledge of vocabulary and phonics for reading	Reading outcomes in KS1 in 2023/2024 show more than 90% of disadvantaged pupils reach the expected standard
Improved progress and attainment for disadvantaged pupils with additional needs at the end of KS2	KS2 outcomes in 2023/2024 show more than 80% of disadvantaged pupils have met the expected standard
Pupils develop a strong sense of belonging	Increased participation in enrichment activities including after school clubs

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: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued professionals development – consultant led in English, Maths and EYFS Subscription to the National College	There is strong evidence that continued investment in teacher continued professional development has an impact on pupil outcomes. In Maths, there has been focus on ‘mastery-learning’ which the EEF endorses: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2

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

Budgeted cost: £14,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teacher support in groups – guided teaching groups, small group intervention.	The EEF guidance is clear that high quality first teaching and opportunities to give direct feedback to children, moves learning forward.	1,2
Delivery of Nuffield Early Language Intervention (NELI)	The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms. Oral language interventions can have a positive impact on pupils’ language skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

Engaging with the National Tutoring Programme to provide school based tuition and small group tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and employment of pastoral lead who has the remit of mental health, wellbeing and ELSA work Train a new ELSA for Key Stage 1.	A range of evaluations of the ELSA programme have clear benefits to pupil wellbeing and engagement in future academic learning https://www.elsanetwork.org/elsa-network/evaluation-reports/	3,4
<i>Retention of the role of HSLW who is Attendance officer and DSL</i>	A key part of home school link worker's role is parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4
Engage children in enrichment opportunities e.g. Delight at Watts art project, violin lessons and class trips/ residential.	Enrichment opportunities can engage children in school life and develop a sense of belonging. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4

Total budgeted cost: £101,801

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.

53% of Pupil Premium children were ontrack in reading in 2020-2021. This is below national average and the school average of 66% on track
35% of Pupil Premium children were ontrack in writing in 2020-2021. This is below national average and the school average of 48% on track in writing.
60%of Pupil Premium children were ontrack in maths in 2020-2021. This is below national average and the school average of 69% on track in maths.
50% of Pupil Premium children passed the Year 1 phonics screening check. This is below national average and the school average of 63%.
15% of Pupil Premium children attained a 'good level of development' GLD in EYFS. This is below national average and the school average of 30%.

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
NELI	Nuffield Early Language Intervention

Service pupil premium funding (optional) not applicable

<i>For schools that receive this funding, you may wish to provide the following information: Measure</i>	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

