

Pupil premium strategy statement

School overview

Detail	Data
School name	St John's Primary, Knaphill
Number of pupils in school	245
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	4 th August 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Ellen Rinttila
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845
Recovery premium funding allocation this academic year	
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	£85,845

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: £19,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release reading lead to monitor the effectiveness of ELS (purchased 2022) and evaluate it's effectiveness.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Class teacher support in groups in every classroom e.g. 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

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

Budgeted cost: £47,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:2 small group tutoring in mathematics for children in Years 5 and 6 who are not on track to be 'expected' by the end of the phase.	The EEF guidance states that a +4 month gain can be made from small group tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition . Our own data shows gains of up to 9 months.	1
Purchase the Welcomm toolkit and staff in Early Years will be trained in using the 'Wellcomm' toolkit for early language. It can be delivered as part of continuous provision.	The EEF guidance shows that early language interventions have impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Additional phonics sessions targets at disadvantaged pupils who require further phonics support (3x sessions a week and 4 adults delivering this across the school)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of the pastoral lead who has the remit of mental health,	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

<p>wellbeing and ELSA work</p> <p>A designated member of staff as ELSA for Key Stage 1.</p> <p>Supervision for ELSAs</p>		
<p><i>Retention of the role of HSLW who is Attendance officer and DSL</i></p>	<p>A key part of home school link worker's role is parental engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3,4
<p>Engage children in enrichment opportunities e.g. Delight at Watts art project, violin lessons and class trips/ residential/ swimming lessons all of which have been proven to increase attendance and engagement particularly for school refusers.</p>	<p>Enrichment opportunities can engage children in school life and develop a sense of belonging.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4

Total budgeted cost: £127,070

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 2022-2023 academic year.

In Key Stage One SATS, 58% of Pupil Premium pupils were expected in reading, 58% in writing and 50% in maths.

In both reading and writing, the Pupil Premium pupils have outperformed the non-pupil premium pupils.

In their phonics, 92% of pupils by the end of Key Stage One passed their phonics screening check. This exceeds the non Pupil Premium outcome which was 76%.

In Key Stage Two SATS 67% of pupils met expectations in reading, 67% met expectations in writing and 67% met expectations in maths. (This is 4 out of 6 pupils) Our averages were above this: 71% in reading, 68% in writing and 78% in maths.

57% of Pupil Premium passed the Year 1 phonics check which is below national average and the school average of 73% however, it is an increase upon the 46% of Pupil Premium children who passed the Year 1 phonics screening check last year.

25% of Pupil Premium children attained a 'good level of development' GLD in EYFS. This is below national average and the school average of 54%

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
ELS	Oxford University Press

Service pupil premium funding (optional) not applicable

For schools that receive this funding, you may wish to provide the following information:

Measure	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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.