

Pupil premium strategy statement

School overview

| Detail | Data |
|---|---------------------------------|
| School name | St John's Primary, Knaphill |
| Number of pupils in school | 254 |
| Proportion (%) of pupil premium eligible pupils | 32.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 16 th September 2024 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | |
| Pupil premium lead | Ellen Rinttila |
| Governor / Trustee lead | Nigel Leigh |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £81,012 |
| 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 | £81,012 |

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: £22,260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Release English subject lead to support phonics and spelling teaching in KS2 – this is a barrier to improving writing. . | 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 for reading and writing, 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 |
| Teachers to have Makaton training to support language and communication | The EEF guidance is clear that high quality first teaching and opportunities to give direct feedback to children, moves learning forward. | |

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

Budgeted cost: £48,210

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Provide small group in mathematics for children in Years 5 and 6 who are not on track to be 'expected' by the end of the phase: train a teaching assistant in 'success at arithmetic to do so' | 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 in KS2 (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: £39,545

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Maintain two teaching assistants as ELSAs, provide | A range of evaluations of the ELSA programme have clear benefits to pupil wellbeing and engagement in future academic learning | 3 |

| | | |
|--|--|-----|
| supervision for them and protected timetabled time to complete the work. | https://www.elsanetwork.org/elsa-network/evaluation-reports/ | |
| <i>Retention of the role of HSLW who is Thrive practioner 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, Delight in Shakespeare and class trips/ residential/ swimming lessons all of which have been proven to increase attendance and engagement particularly for school refusers. | 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: £110,015

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 2023-2024 academic year.

In Reception, 57% of Pupil Premium children attained a 'good level of development' GLD which is a huge improvement on the 25% who achieved the same last year in EYFS.

In their Year 1 phonics (6 pupils), 100% of pupils passed the phonics screening check which is an improvement on last year's 57% and the previous year of 46%. The result this year also surpassed the non pupil premium result of 76%

In Key Stage One SATS (8 pupils), 50% of Pupil Premium pupils were expected in reading, 25% in writing and 87% in maths.

By the end of Key Stage One, 2 of the 3 pupils (66%) re-taking their phonics screening check passed it and one did not and will continue to need phonics work.

In Key Stage Two of the 11 pupil premium pupils, 64% met or exceeded expectations in reading, 45% met expectations in writing and 64% met or exceeded expectations in maths.

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.