

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Johns CE Primary School, Sandbach
Number of pupils in school	188 (3.11.22)
Proportion (%) of pupil premium eligible pupils	35 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	12.12.2022
Date on which it will be reviewed	Ongoing termly review – report to Governors
Statement authorised by	School Governing Body
Pupil premium lead	Miss Dean & Mr Whittle
Governor lead	Stephen Parker-Aiken

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395 (2022-2023)
Recovery premium funding allocation this academic year	£5,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37,395

Part A: Pupil premium strategy plan

Statement of intent

Our plan has been carefully designed to stimulate engagement, broaden horizons, develop skills, improve performance, facilitate participation, raise aspirations and maximise achievement in order to close the attainment gap between our Pupil Premium pupils and their peers. COVID-19 catch-up has also been taken into account when planning how best the funding can be utilised. In making provision for pupil premium children, we recognise that not all pupils who receive free school meals will be educationally, economically or socially disadvantaged. We also recognise that not all pupils who are educationally, economically or socially disadvantaged are registered for, or qualify for free school meals. Therefore, we reserve the right to allocate the pupil premium funding to support any pupil the school has legitimately identified as being disadvantaged. This funding is used to provide many support systems and interventions. These fall into four categories:

- Addressing and assessing learning needs: phonics, spelling, grammar, reading comprehension and mathematics, taught in flexible ability groups;
- Addressing and assessing social need to enable tackling of non-academic barriers to success in school: accessing support, when needed, for families via school based bespoke programmes such as support with school uniform or accessing paid after-school clubs provided by school;
- Providing enrichment to encourage learning and set a context for it: trips and visits, visitors, sports, art and practical, first-hand experiences

Targeted academic support

1. Structured interventions: restoring reading, SALT, pre-teaching, over learning, phonics interventions.
2. One to one or small group feedback approaches: Same Day Intervention and Teacher discussion.

Challenges

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

Challenge number	Detail of challenge
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1	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling or not accessing pre-schooling. This is evidenced from the baseline assessments and observations that are undertaken when children start school in reception or move to us during a school year.
2	Assessments and observations, clearly show a significant gap between PP children and GRT (Gypsy & Roma Traveller) to non-PP & GRT children in regards to Phonics understanding and skills. The attainment figures for these pupils is significantly below national averages and consequently, their poor attainment proves to lead to further gaps widening in KS2, particularly in Reading and Maths.
3	Whilst our observations and analysis of in house attainment data and attendance figures generally show a more positive engagement of PP children during COVID, there has been a significant impact amongst our GRT pupils, who have generally disengaged during the last 18 months. The impact of this has been that many children have fallen backwards in terms of basic skills and understanding in reading and maths and particularly in Phonics for our younger children. These barriers are somewhat further confounded by the fact that we have a large number of parents who have very poor literacy and numeracy skills themselves – meaning a lack of ability to support and help their children at home.
4	Some of our PP children have additional needs and barriers, including those being supported as SEN or have an EHCP. Whilst this is not a reason for not supporting or helping those children to narrow the attainment gap, the chances of them being able to reach age related expectations (ARE) are far, far greater to achieve. For these pupils, whilst our highest aspiration is for them to reach ARE, our greatest priority is to demonstrate that any intervention is making an impact and helping them to make greater progress.
5	One of the most significant barriers to learning over the last 18 months, has been the impact of COVID on the children’s Social and Emotional Well-Being. This has impacted upon their behaviour and in particular their attitudes to learning. The school has identified this as a priority across the school, in addressing attitudes to learning and re-energising that ‘positive can do’ atmosphere and energy.
6	For some of our PP children and especially our GRT pupils, there is a real lack of aspiration, which limits access to learning and expectation of what they expect to and believe they can achieve. There are children who are under-achieving when compared to the potential that we believe they have within them. This potential has largely remain unlocked due to cultural differences and understanding of what difference a good education can make.

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	By When
Attainment in Phonics	To see a significant improvement in attainment of Phonics for children in Year 1, Year 2 and those children in KS2 who have not yet reached the expected pass mark in the Phonics Screening. The aspiration, is to see all children who have no SEND or significant learning barriers	July 2023
Improved progress & attainment in Reading	Improve in house attainment scores for PP children and GRT children, with all children on track for their target with a greater number of children making accelerated progress to narrow attainment gaps (should no other significant barriers to learning be in place) Attainment of PP children with no SEND by end of July 2024, at national levels.	July 2023
Improved progress & attainment in Writing	Improve in house attainment scores for PP children and GRT children, with all children on track for their target with a greater number of children making accelerated progress to narrow attainment gaps (should no other significant barriers to learning be in place) Attainment of PP children with no SEND by end of July 2024, at national levels.	July 2023
Improved progress & attainment in Maths	Improve in house attainment scores for PP children and GRT children, with all children on track for their target with a greater number of children making accelerated progress to narrow attainment gaps (should no other significant barriers to learning be in place) Attainment of PP children with no SEND by end of July 2024, at national levels.	July 2023
Improved attitudes to learning resulting in better outcomes for attainment	To see a significant improvement in pupil's attitude and engagement to learning. This will be demonstrated Through pupil voice and parental surveys; Observations of learning within the classroom Increased engagement of wider activities beyond the school day	July 2023
Improved and sustained attendance from all PP children but also including GRT pupils	A significant decrease in the number of pupil's classed as persistent absentees (less than 90% attendance). Where this is not possible (due to prior absence) to demonstrate continued improvement in attendance rates on a termly basis. To see a significant reduction in the number of children arriving late for school, either before or after the registers close.	July 2023

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Phonics Scheme to address priorities in Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Research into the further EEF projects and identifying links to improve outcomes related to challenges identified in school.	The DfE have promoted the use of EEF strategies and projects to improve and enhance outcomes for all pupils, not just PP children. Identifying and understanding relevant programs, has proven to have a positive impact upon pupils attainment. Education Endowment Foundation EEF	1,2,3,4,5,6

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Targeted 'catch-up & keep' tutoring for those children whose education has been greatest impacted through COVID. A large number of the pupils who will be targeted, do come from the GRT community.	<p>Targeted catch-up tuition to pupils in groups of no larger than 4 pupils, has proven to have a significant impact upon pupils attainment and filling in missing gaps. Over the last 12 months, we have targeted over 150 pupils through in house basic skills catch-up, and it has proven to have had a significant impact upon pupils outcomes in termly assessments. Further evidence and guidance can be sought from the EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
£50 voucher towards cost of School uniform	Being able to support families to ensure that their children feel part of and belonging to the school, is through the inclusiveness of the school uniform. This academic year, we have introduced a new sports kit, which has motivated and encouraged the children.	
School lunches	Encouraging all of our PP children to take up healthy school lunches, which benefits not just their physical well-being and health, but also impacts on their attitudes to learning.	
Residential & trip support	Offering up to 50% reduced cost for residentials, to enable PP children to access these enrichment programs that they may not have necessarily accessed if financial support was not available. It has been proven, that engaging in such enrichment activities, benefits a child's well-being and raises their aspirations and personal motivation.	

Access to breakfast club & after-school provision		
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Total budgeted cost: £35,000

Part B: Review of outcomes in the previous academic year

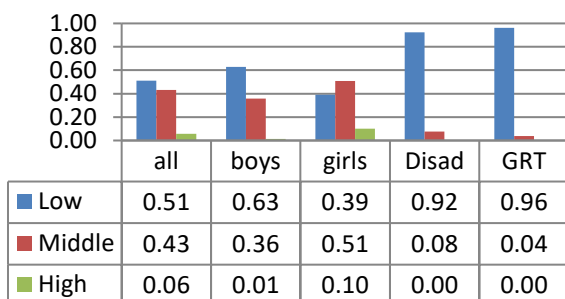
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

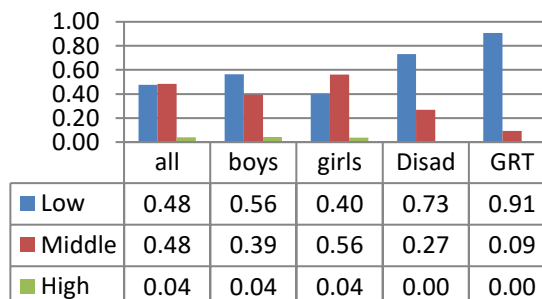
From our in-house data, it has clearly been shown that the gap between disadvantaged and non-disadvantaged children has started to narrow over the last 12 months.

ATTAINMENT – Writing

2020-2021 Writing Attainment

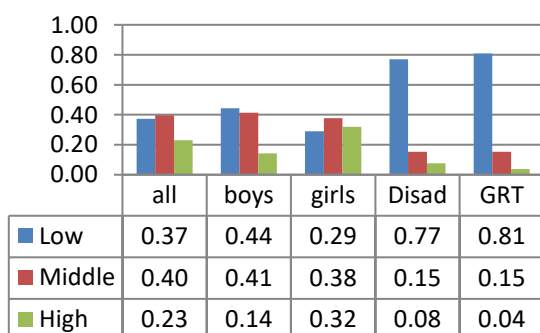


2021-2022 Writing Attainment

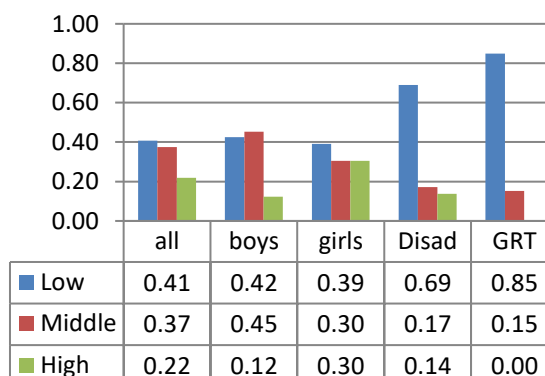


ATTAINMENT – Reading

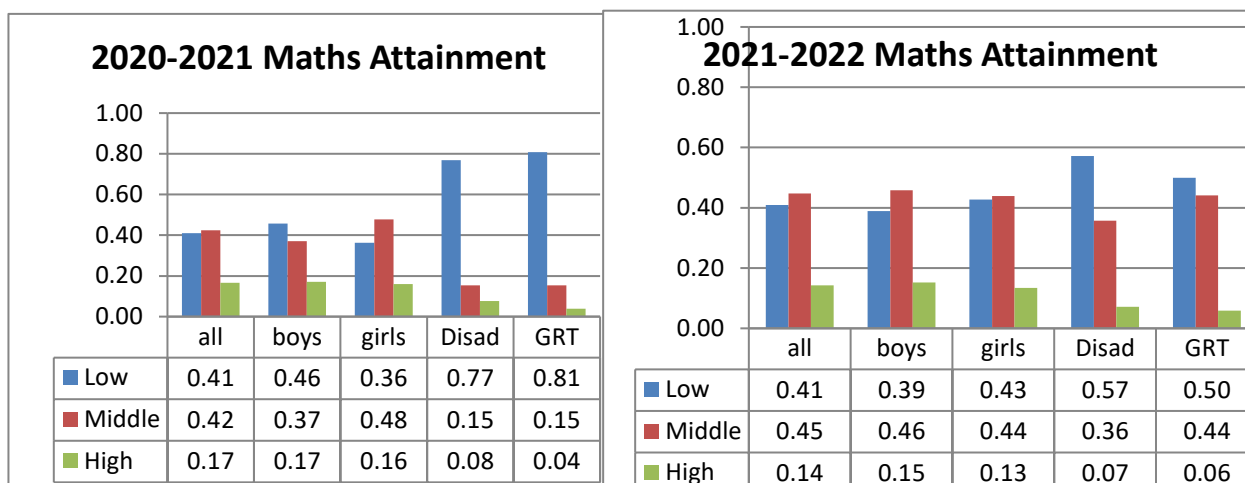
2020-2021 Reading Attainment



2021-2022 Reading Attainment



ATTAINMENT – Maths



We have delivered the following programmes of support:

Autumn 2021

- Phonics catch-up to Yr.1& Yr.2 delivered during the school day every Monday
- GPS & Math's catch-up to GRT pupils in KS2 delivered during the school day every Monday
- Reading & Math's catch-up to Yr.3, Yr.4 & Yr.5 delivered during the school day 3 afternoons a week

Spring 2022

- Phonics catch-up to Yr.1& Yr.2 delivered during the school day every Monday
- GPS & Math's catch-up to GRT pupils in KS2 delivered during the school day every Monday
- Reading & Math's catch-up to Yr.3, Yr.4 & Yr.5 delivered during the school day 3 afternoons a week

Summer 2022

- Phonics intervention delivered in year 1 & Year 2
- Maths catch up interventions KS1
- GPS catch up with GRT pupils in KS2
- Reading catch up in the afternoons for KS1 and KS2

These programs have proven to have had a beneficial impact upon pupil's attainment as well as their attitudes to learning.

It is hoped in continuing with targeted catch up programmes will diminish the attainment gaps over the next 3 years and will hopefully get us back to a position, or raising attainment for our most disadvantaged, not just playing catch up from what was already a lower starting point.

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
NA	

Service pupil premium funding (optional)

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Whilst we receive pupil premium funding for our pupils who are in receipt of free school meals, we do not receive any additional funding for Gypsy or Roma Traveller pupils. This is despite, national data clearly showing that the attainment, progress measures and attendance rates of GRT children, is amongst one of the most under-performing of all pupil derived groupings. GRT children perform significantly worse nationally compared to FSM children.

Whilst this is never a reason for our school to not address educational disadvantages, it does place a great strain on our resources to be able to fully meet the needs of all our pupils whilst not disadvantaging them due to redirection of resources.

The school has worked at length with the Local Authority to raise this issue and to seek a parity of funding, that would enable our school to make a greater impact upon the education of all children. In order for us to meet the needs of our GRT pupils, we have to find the resources from within, on what is already a stretched and challenging budget. In our school currently, we have:

- 26 pupils eligible for FSM, for which each child generates £1,345 of pupil premium funding. That funding should be prioritised at narrowing the attainment gap and raising aspirations for those pupils in the first instance.*
- 37 pupils who are from the GRT community. Of those 37, only 2 are at ARE in all three core subject areas. 34 children have attendance below 90%. These children generate no additional funding. We have to meet their needs as a vulnerable group out of the funding that is generated solely for 26 FSM pupils, most of whom also require intensive catch-up programmes.*

If GRT pupils generated PP funding equivalent to FSM, it would generate almost £50,000 worth of additional funding, which would allow our school to significantly enhance our offer of support and be able to make a greater difference to the outcomes of the most educationally disadvantaged pupils in our school – who are both FSM and GRT.