



## Pupil Premium Strategy Statement

### St. John's C. of E. Primary School, Hindley Green

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year 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 C. of E. Primary School, Hindley Green
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jason Heatley
Pupil premium lead	Jason Heatley - Principal
Director / Trustee lead	Janet Smith

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,785
Recovery premium funding allocation this academic year	£ 7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,180

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our ultimate objectives for disadvantaged pupils are to:

- To reduce any attainment gap between disadvantaged and non- disadvantaged children.
- To ensure that disadvantaged children make or exceed the nationally expected progress rates.
- Provide support in relation to the children's mental health and well-being so that they continue to attend school, maintaining or improving their rates of attainment and progress.
- Provide a range of opportunities that may not normally be accessible to our disadvantaged pupils.

We aim to do this through:

- Providing quality first teaching.
- Identifying children who require additional support and by providing this in a timely manner.
- Closely monitoring the attainment and progress of all children but especially those who are disadvantaged, to ensure that any underachievement is not allowed to persist.
- Providing a high level of nurture provision to ensure that any emotional needs are met and that our families have a strong network of support.
- Plan for and provide a range of learning opportunities that develop the academic and social and emotional skills of our pupils. This will also include opportunities to contribute to our church and wider community.
- Accessing the National Tutoring Programme to support disadvantaged pupils by appointing and Academic Mentor.

The key principles of our Pupil Premium strategy are:

- Ensuring that all teaching in the school is at least good.
- Ensure that all pupils recognise their own learning strengths and areas that they need to focus upon.
- Provide a robust system of formative and summative assessment to monitor the progress of all children including those who are disadvantaged.
- Provided targeted support on a 1:1 or small group basis, as required.
- Provide additional adult support to ensure that disadvantaged pupils have the pre-requisite skills at each stage of their learning journey.
- Provide an in-house nurture provision including counselling, support from our Pastoral co-ordinator and sensory activities that meet the social and emotional needs of our disadvantaged pupils, by giving them the time, space and strategies that they need to express these feelings.
- Plan wider learning experiences and contribute financially as required, to ensure that all disadvantaged pupils can participate in these activities. This will allow them to draw on this learning when completing tasks within the classroom and provide new and additional life skills.
- If disadvantaged children demonstrate inappropriate behaviour, additional support including that provided by adults, will be introduced. This is to allow the all children to access their learning in an appropriate way.

## Challenges

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

Challenge number	Detail of challenge
1	Potential loss of learning due to school closures during the pandemic.
2	Low academic starting points identified through baseline assessments.
3	Parental aspiration and engagement in their child's education.
4	Mental health, well-being and safeguarding in relation to vulnerable pupils.
5	Attendance and persistent absence (including absence linked to parental well-being)
6	Low self-esteem, motivation and independence towards their learning.

## 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
Ensure that all children, taking into consideration complexity of need, have the pre-requisite basic skills to access each area of the curriculum.	Children will make good progress from their starting points. Any additional needs will be identified in a timely manner and robust plans put in place to overcome these barriers including where additional adult support will be required.
Improve parent engagement in their child's schooling and explore areas where they can support with learning.	Following on from feedback provided within our parental questionnaires, parents will become increasingly knowledgeable in regards to the content of their child's learning. Parental workshops will identify areas where parents can support in their child's development.
Provide the optimum conditions for all children to thrive, delivering nurture and emotional support, when required.	Children will recognise who then can talk to if they need support. Our provision and practices will provide additional help, when needed. A range of strategies will be used to meet each pupil's ongoing challenges.
Monitor the attendance of vulnerable pupils and wherever possible, remove the barriers to them attending.	Pupils and parents will recognise the importance of regular attendance. Where barriers exist, support will be provided to help remove these. Our ongoing monitoring will identify children whose persistent absence is causing concern and a wide range of strategies will be used to overcome these.
Increasingly encourage disadvantaged pupils to engage in the learning process, providing opportunities for them to reflect on their own goals and develop high level of independence and motivation.	Children will understand what they are learning and why it is important. They will be able to make astute decisions as to where improvement is needed and explain the actions that they take. They will be motivated to do this and supported to achieve their goals through a well-structured mentoring approach.

## 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:** £27,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The development of GOAL time will support the children in identifying their own learning targets and provide feedback as to the progress made towards their goals. Staff CPD and additional teaching/ TA hours will be required for its implementation.</p>	<p>Metacognition and self-regulation (+7), alongside feedback (+6) have been identified as key impact areas within the EEF Teaching and Learning toolkit.</p>	<p>Challenge 1 Challenge 2 Challenge 6</p>
<p>As part of our Maths Hub involvement, named staff will attend sessions and complete work within the sustaining partnership phase. This will allow for the consistent delivery of quality first teaching, improving the basic skills and knowledge of Pupil Premium children. Feedback and additional support can also be provided in a timely manner.</p> <p>Budget- £1500 to attend specific training and to disseminate to staff.</p> <p>Staff Learning Sessions and Spirit of Purpose training provided for all staff to enhance practice.</p>	<p>The main emphasis from this approach is the impact of Feedback (+6) on addressing any misconceptions in a timely manner. This will include pre-teaching and same day catch-up.</p>	<p>Challenge 1 Challenge 2</p>
<p>Expand our digital strategy to ensure that diagnostic information is used to identify potential gaps in learning. This is especially beneficial for our most vulnerable children.</p>	<p>Individualised Instruction (+4) can increase the attainment of our most vulnerable children according to EEF research. This personalised approach can be enhanced by an effective digital learning strategy.</p>	<p>Challenge 1 Challenge 2 Challenge 6</p>

Additional resources, such as Word Shark and Reading Plus, will be used to support independent class and home working.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost:** £38,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention will be provided for identified vulnerable pupils in the specific areas of phonics development, basic writing skills and developing basic arithmetic. Additional teacher/TA resource is required for the delivery of taught programmes.	Small group interventions (+4) and Teaching Assistant Interventions (+4) have been highlighted as effective ways of increasing attainment and accelerating the progress of our most vulnerable children.  It is recognised that these approaches have a low to moderate cost implication.	Challenge 1 Challenge 2
SoundsWrite intervention provided for identified Pupil Premium children. Training costs equate to £500 per adult, with 2 adults trained to deliver the programme.	Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme.	Challenge 1 Challenge 2
Tailored and specific teacher and TA -led interventions including: Fine motor skills including Dough Disco Speech and Language Early (Echo) reading intervention Developing reading- KS 2 1 to 1 daily Reading	1 to 1 (+6) tuition is shown to have a significant impact at a moderate to high cost within Primary schools. Small group interventions (+4) are shown to have moderate impact for moderate cost. These activities have been planned as part of a wider programme of intervention.  Fine motor support delivered previously has had a clear impact on developing pupil handwriting and presentation. This in turn has an impact on pupil self-esteem.	Challenge 1 Challenge 2 Challenge 6

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

Budgeted cost: £13,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 TA support has been provided for an identified pupil who displays significant behavioural issues. This has helped to develop self-esteem and provided structure to support the access to the curriculum and learning.</p>	<p>The EEF suggest that Behaviour Interventions (+4) can be an effective way of engaging vulnerable children. This high level of support has allowed the Pupil Premium child to access the curriculum by developing strong working relationships with identified adults. There has been a reduction in the number of exclusions.</p>	<p>Challenge 3 Challenge 4 Challenge 5 Challenge 6</p>
<p>Provide parental workshops relating to the key issues within school. These will include:</p> <ol style="list-style-type: none"> <li>1. Promoting positive mental help for children. This will support in removing some elements of anxiety at attending school.</li> <li>2. Phonics and early reading.</li> <li>3. Reading strategies and using questioning to develop comprehension.</li> <li>4. Developing children’s basic maths skills.</li> <li>5. Using digital tools to develop basic skills and increase attainment.</li> </ol>	<p>Homework (+5) is identified as being high impact for low cost, although this is from a limited evidence base.</p> <p>These sessions will provide opportunities for parents to understand how to support their children at home and give an insight to our curriculum, linked to our digital strategy. This higher level of communication with parents was highlighted within our parent questionnaires as an area for development.</p>	<p>Challenge 1 Challenge 2 Challenge 3</p>
<p>Maintain our nurture and support strategy and practice, promoting pupil mental health and well-being.</p> <p>Strategies include:</p> <ol style="list-style-type: none"> <li>1. Counselling</li> <li>2. Introduction of Zones of Regulation within classrooms</li> <li>3. Trauma responsive training</li> <li>4. Sensoriel</li> <li>5. Rebound therapy</li> <li>6. Talking mats</li> <li>7. Therapeutic Lego</li> </ol>	<p>Social and emotional learning (+4) interventions have been shown to have an impact on pupils attainment. However, this information is insecure and we monitor non-numerical evidence, such as pupil questionnaires, to review the impact on our nurture strategy. The EEF states that “Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.”</p> <p>Evidence within school demonstrates that vulnerable children who have access to these approaches attain better and make more progress. (MV, LH)</p>	<p>Challenge 1 Challenge 2 Challenge 3 Challenge 4 Challenge 5 Challenge 6</p>

<p>Introduce a wider range of strategies to promote attendance and maintain low levels of persistent absence. (2021- 2022 data showed unauthorised absence to be 1.2% with 5.3% of absences being authorised)</p> <p>Strategies to include:</p> <ul style="list-style-type: none"> <li>• Pastoral co-ordinator first-day phone call for identified vulnerable pupils.</li> <li>• Adapted school hours</li> <li>• Rewards and prizes to act as incentives for classes and individuals.</li> <li>• Parental workshop on strategies for improving punctuality and attendance.</li> </ul>	<p>Parental Engagement (+4) offers moderate impact for low cost based on extensive evidence. Our Pastoral Co-ordinator will lead on improving attendance and punctuality. This will be support by our Office Administrator who will provide regular analysis of Pupil Premium child attendance.</p>	<p>Challenge 3 Challenge 4 Challenge 5 Challenge 6</p>
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**Total budgeted cost: £79,981**

## 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 2021 to 2022 academic year.

For the academic year 2021-2022, we used a range of different summative assessment tools to review all pupils, including Pupil Premium children's level of attainment at key phases within school.

Outcomes for Pupil Premium children within Reception, demonstrated that 33% of these children had complex needs. The attainment of Pupil Premium children within Reception was high, with all PPM pupils achieving the expected standard by the end of the year.

Within Year 2, there was a high proportion of Pupil Premium children (30%) and of these children, 75% had complex needs. Of the Pupil Premium children, 50% met the expected standard in Reading, 38% met the expected standard in Writing and 50% met the expected standard in Maths. A number of strategies were put in place, including additional adult support, the delivery of SoundsWrite, phonics and basic skill intervention for Math and Writing. This ensured that the children made accelerated progress from their starting points.

Within Year 6, there was a high proportion of Pupil Premium children (33%) and of these 80% of children had complex needs. Outcomes for Pupil Premium children demonstrated that 50% of children in Reading, 60% of children in Writing and 40% of children in Maths, achieved the expected standard.

Within Year 6, 8 of the 10 Pupil Premium children had complex needs. This provided significant barriers to their learning. However, by delivering a comprehensive programme of support, both academically and in relation SEMH, our pupils made good progress from their starting points and developed the necessary skills to transition effectively to high school.

### Externally provided programmes

Programme	Provider
Maths Recovery	TESS team
Speech and Language	Speech and Language
Behaviour Support	TESS team



## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have one child in receipt of Service Pupil Premium funding. The funding has been used to provide access to digital devices and resources. The fund will also provide 50% funding towards educational visits to enhance the child's cultural capital. Additional intervention was provided to improve the basic writing skills, reading and maths. These regular, weekly sessions focused on handwriting and spelling, reading fluency and comprehension and developing multiplication skills.
What was the impact of that spending on service pupil premium eligible pupils?	The child detailed above, attain at age related expectation in maths. They achieved below the expected level in reading and writing and ongoing support around these areas will be provided during the next academic year, including through small group intervention and through the provision provided by the Academic Mentor.

## Further information (optional)

We provide our children with a range of academic and support-based strategies to ensure that they have the opportunity to thrive.

Our strategically planned and implemented digital strategy has allowed children to become increasingly independent learners, using a range of tools such as Reading Plus, to develop their own learning through nuanced pathways. The provision of iPads for all Year 2 and Key Stage 2 children has driven digital innovation which now underpins and enhances quality first teaching, while increasingly developing the independence of our pupils. This approach allows our children to recognise their own strengths and take action to address areas that need developing. Access to appropriate technology is seen as a potential challenge to vulnerable pupils achieving their potential and our strategy has looked to remove this barrier.

During the pandemic, families have struggled to access all of the services required that may support them day-to-day. Following a full return to school we have continued to maintain and facilitate a multi-agency approach in order to support families including in areas of managing mental health, housing and paediatrics. The feedback received from parents is positive, highlighting the pro-active relationship that we have with our families. Holding vouchers for our local food bank means that we can support in providing the essentials. This in turn means that our children receive the basic necessities that they require, removing barriers, and ensuring to they continue to access their learning.