



Peasedown St John Primary School

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2023 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	Peasedown St John Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	27% (95 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022 2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Elizabeth Ennew Headteacher
Pupil premium lead	Jenny Tombs
Governor / Trustee lead	Marina Feldman

Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£132,000
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	£132,000

Part A: Pupil premium strategy plan

Statement of intent:

The school serves Peasedown St John Primary School. The pupil premium grant reflects this social group, which has a slightly higher percentage of pupil premium pupils compared to national percentages. The school acknowledges the need for Pupil Premium students to make as good or better progress than other students in their year group.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or receive support from our Education Welfare Officer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional tuition for pupils whose education has been worst affected, including non-disadvantaged pupils.

Interventions and provision for pupil premium eligible children are planned based on the individual child's need and are reviewed throughout the year by the class teacher in conjunction with the Inclusion Lead and school leaders. Provision is informed by pupil tracking data on attainment, attendance, behaviour, advice from outside agencies and other professionals, where appropriate, together with the views of the child's parents/carers. Pupils are not singled out, highlighted or treated differently as a result of their eligibility for pupil premium funding.

As an inclusive school, the focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all.

Overall aims of our Pupil Premium Strategy are:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally.
- To raise the in-school attainment of both disadvantaged pupils and their peers , specifically in Reading and Writing.
- To provide Pupil Premium children with a rich, varied curriculum including access to extracurricular activities.

- To support the well-being and SEMH needs of pupils eligible for pupil premium and their families

Catch Up Premium:

Although all groups of children have been impacted by the COVID pandemic, disadvantaged children have been disproportionately affected. The main issues identified are:

- loss of retention of learning gaps in learning due to ability to attend/ engage with remote learning
- a marked decrease in confidence including speaking in front of their peers or an audience

Challenges/Barriers:

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

Challenge number	Detail of challenge
1	Attendance lags behind 'all' pupils' attendance: 93.2% -vs- 88.9% - (July 22)
2	29% of PP children have Special Educational Needs or Disabilities (Sept 22)
3	PP children are over-represented among those with additional behaviour plans and exclusions.
4	Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils and that these pupils are making slower progress than their peers.
5	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers from Reception through to Year 6.
6	Family tension, breakdown or local conflicts with other families feature significantly in the lives of a number of our disadvantaged children (recorded on MyConcern)
7	A significant number of disadvantaged children (not all) come with poor self-regard and self-perception as learners, allied to low aspirations and limited cultural capital - this can compromise any sense of motivation or incentive to learn. Disadvantage children not having access to high-quality reading books.
8	Lack of access to funds for trips, residential or quality reading texts or IT beyond the classroom

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language.
Improved phonics attainment among disadvantaged pupils.	85% or more of Y1 non-SEND PP pupils attain Phonics Screening Check threshold
Improved reading progress and attainment among disadvantaged pupils.	PP children make accelerated progress in reading in all year-groups relative to their peers, closing attainment gap to within 10 percentage points in every year-group

Improved writing progress and attainment among disadvantaged pupils.	PP children make accelerated progress in writing in all year-groups relative to their peers, closing attainment gap to within 10 percentage points in every year-group
Improved maths attainment for disadvantaged pupils at the end of KS2.	PP children make accelerated progress in mathematics in all year-groups relative to their peers, closing attainment gap to within 10 percentage points in every year-group
Improved retention, recall and response to learning for all pupils, especially those who are disadvantaged, closes knowledge gaps.	Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant reduction in behaviour incidents ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

PP children with identified SEN needs receive appropriate support and assessments.	Accurate referrals and targeted interventions/signposting to other services is achieved.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged children is at least in line with school average.
PP children are able to access the full range of inspirational clubs and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic trips.

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.

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

Budgeted cost: £81,000 - Can this be higher than our funding ? We need to separate intervention funding from wider opportunities spend (half price trips/ music/ uniform etc)

Activity and challenge number	Evidence that supports this approach	School provisions	Budgeted cost
2) PP children with identified SEN needs receive appropriate support.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF)	Tailored support plans across EYFS. Additional Early Years Teacher to improve pupil outcomes (EEF)	£36000
2) PP children with identified Speech and Language needs are supported.	Overall, studies of oral language interventions consistently show a positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF)	In class support for S&L targets. Additional S&L support in Reception for identified.	£13000
3) PP children with behavioural needs are supported.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EFF)	PSHE lessons around behaviours and expectations. Lunchtime supervisors received basic play worker training and work around restorative justice. Regular meetings around children who need additional behaviour support.	£25000

4/5) PP children receive appropriate support in developing their phonic knowledge.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EFF)	Additional phonics interventions for those falling behind. Pinny time is integrated into daily teaching to support all children's phonics knowledge.	£7000
Projected Spend:			£81,000

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

Budgeted cost: £51,000

Activity and challenge number	Evidence that supports this approach	School provisions	Budgeted cost
1/2/3/6/7) Developing a full-time pastoral support mentor to support the SEMH needs of our pupil premium children.	Personalised programme of activities targeted at developing improved self-esteem, self-perception as a learner and aspiration.	Full time Pastoral mentor who is trained in CAMHS and THRIVE. Thrive interventions, anxiety support groups, drawing and talking and mentoring sessions.	£8,000
1/2/3/6/7) Whole school approach to Thrive including 1:1 and small group Thrive sessions for some pupils	<i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i>	THRIVE practitioner training undertaken and specialist 1:1 and group THRIVE sessions done to support needs of pupils.	£8,000
8) Financial support with school visits, uniform and extracurricular activities, including breakfast club	<i>The research found that high-performing schools, both inside and outside of London, used a broader range of strategies to support disadvantaged pupils than lower-performing schools. Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</i>	Financial subsidy for the wider range of opportunities offered at the school: 50% reduction in cost for day educational visits 50% reduction in costs for residential visits free music lessons for a limited number of PP pupils free attendance at paid-for	£25,000

		extra-curricular clubs	
1/2/3/7)OPAL opportunities for disadvantaged children, to support independence, problem-solving, teamwork and self-confidence, using hands-on outdoor learning	https://outdoorplayandlearning.org.uk/why-do-schools-need-great-play/#:~:text=Mental%20well%2Db eing%20%2D%20Research%20sho ws,creativity%2C%20imagination %20and%20collaborative%20skills	Regular OPAL training for staff to ensure all children are supported with play at lunchtime. Assemblies for children to look at how we manage risks and keep ourselves, and others, safe.	£6,000
1) Ensure that attendance of PP children is at least in line with non-PP children.	DfE's <u>Improving School Attendance</u> Pastoral support mentor meets pupils and parents at the beginning of the day to support possible ESBA pupils entering school and regulate ready for learning.		£4,000
Projected spending:			£51,000

Part B: Review of outcomes (2021-2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading: 70% (EOY5 Data 64.3%) Writing 45% (EOY5 Data 35.7%) Maths 55% (EOY5 Data 50%)
Achieving high standard at KS2	Reading 10% (EOY5 Data 7.1%) Writing 5% (EOY5 Data 0%) Maths 5% (EOY5 Data 0%)

Early Years Foundation Stage (18 PP children)

63% of children achieved a Good Level of Development.

Year 1 Phonic Screening (15 PP children) 62% passed the Y1 check.

Year 2 Phonic Screening Re-check (18 PP child) 89% passed the Y2 re-check.

Year 2 (18 PP children)

In reading, 58 % met the expected standard

In writing, 63% met the expected standard

In maths, 74% met the expected standard.

Year 6 (18 PP children)

In reading, 45% met the expected standard.

In writing, 45% met the expected standard.

In maths, 30% met the expected standard.

In EGPS, 45 % met the expected standard.

Average scaled score in reading was 93, compared to 105 nationally.

Average scaled score in maths was 91, compared to 104 nationally.

Disadvantaged pupil progress scores for last academic year (Years 1- 6)

Measure	Score
Reading	Y1-Y6 PP attainment: 58..8% at ARE+ (all pupils 73.6% at ARE+)
Writing	Y1-Y6 PP attainment: 49.5% at ARE+ (all pupils 66.1% at ARE+)
Maths	Y1-Y6 PP attainment: 77.8% at ARE+ (all pupils 75.7% at ARE+)

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
Write Stuff	Jane Considine
Wellcomm	GL Education

RWI	Ruth Miskin
Oxford Owl Spellings	Oxford University press
Accelerated Reader	Renaissance Learning
Nessy	Nessy Learning
Jigsaw (PSHE)	Jigsaw PSHE Ltd