

# Pupil premium statement St John's Church of England School

## **Our Whole School Vision**

.....I can do everything through Christ who gives me strength'. Phil 4:13.

Our ethos is deeply rooted in the Bible, underpinned by faith and committed to educational excellence. In our community, we respect that everyone is uniquely made in the image of God. We grow together in wisdom, compassion, strength and instil a sense of hope for all to flourish. 'We make a difference

## **Mission Statement and Vision for Disadvantaged**

Pupils within the School: Teaching and Learning is at the heart of everything we do at St John's. It is about enabling all children to learn and achieve to the best of their ability and all members of the school community having a responsibility to ensure that this can happen. We will ensure that every member of staff at the school will work to ensure that this is the case, to overcome whatever barriers and obstacles each and every disadvantaged child faces to close and remove gaps in all areas of school life and learning.

# Pupil premium strategy statement – St John’s Church of England School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor Lead	Dan Escott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,400
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium) funding carried forward from previous years	0
<b>Total budget for this academic year</b>	£141,400

# Part A: Pupil premium strategy plan

## Statement of intent

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 and young carers. 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils including disadvantaged pupils. These are evident from Reception through to KS2.</p>
2	<p>Assessments, observations, and discussions with pupils suggest both disadvantaged and non disadvantaged pupils generally have greater difficulties with phonics. This negatively impacts their development as readers. 65% achieved Phonics screening in Year 1 in 2022. Impact is still being seen on those years in Reception through to Year 3 especially from Covid.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>See the attainment grid for section 4.</p> <p>This is the case for the DA pupils in year groups 3, 5 and 6 compared to Non DA. This has been greatly impacted by Covid, when fundamental skills were taught remotely, and due to using the WRM scheme, it meant that the same blocked units of work were taught remotely during both lockdowns. KS1 have managed to have minimal difference due to catch up on fluency fundamentals, however reasoning is an area of difficulty when all pupils groups are working independently.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p>This is true, especially for Y3 pupils whose EYFS and KS1 curriculum coverage has been significantly impacted. This also applies for the current Y6 cohort, across all areas, but especially in Reading and Writing.</p> <p>Aside from this attainment data, comparison between DA and Non DA points progress is very positive with progress of DA pupils being in line with or better than Non DA in Writing for all year groups, in Reading in year groups excluding Y2 and Y4. However progress point for DA is marginally below that of Non DA in Maths across all year groups.</p>

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Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

Cutting back on some enrichment activities due to budget restraints and the national financial crisis many families are facing has also had an impact.

Teacher referrals for support remain relatively high.

30 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, with 10 (1 of whom is disadvantaged) receiving small group intervention.

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Our attendance data over the 2022-2023 indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

Attendance for the current cohort tracked over their whole school journey shows that DA pupils attendance is lower than that of Non DA, but not too dissimilar. We need to take into consideration cohort mobilities including that of Covid when a large number of families from our Romanian communities moved back to Romania and the mobility of our pupils from service families. Individual attendance profiles are being devised to monitor cases carefully, as naturally attendance impacts upon progress and attainment.

**Total % Attendance**

Y1, Y2, Y3, Y4, Y5, Y6 - Disadvantaged (90 pupils)

Year Group	No. of Pupils	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Year 1	12	89.9%	89.8%	-	-	-	-	-
Year 2	18	91.1%	92.7%	92.7%	-	-	-	-
Year 3	10	89.5%	95.1%	93.2%	91.5%	-	-	-
Year 4	15	94.9%	88.2%	96.4%	94.3%	93.7%	-	-
Year 5	20	95.9%	95.8%	94.7%	96.8%	94.2%	92.3%	-
Year 6	15	93.2%	93.2%	95.3%	94.1%	95.0%	93.6%	92.5%

**Total % Attendance**

Y1, Y2, Y3, Y4, Y5, Y6 - Not Disadvantaged (200 pupils)

Year Group	No. of Pupils	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Year 1	31	92.0%	89.5%	-	-	-	-	-
Year 2	30	98.4%	94.4%	94.2%	-	-	-	-
Year 3	31	91.3%	97.4%	96.9%	95.7%	-	-	-
Year 4	32	95.2%	91.4%	96.6%	95.3%	92.4%	-	-
Year 5	38	93.4%	95.7%	96.1%	95.6%	94.7%	95.4%	-
Year 6	38	94.6%	96.5%	97.1%	96.9%	96.4%	94.7%	94.3%

Comparing attendance over 3 years

Total % Attendance					Attendance for DA pupils over the past three years has shown to slowly decline in some year groups.
Y1, Y2, Y3, Y4, Y5, Y6 - Disadvantaged (90 pupils)					
Year Group	No. of Pupils	20-21 %	21-22 %	22-23 %	
Total:		94.9%	93.0%	92.1%	
Year 1	12	-	89.9%	89.8%	
Year 2	18	91.1%	92.7%	92.7%	
Year 3	10	95.1%	93.2%	91.5%	
Year 4	15	96.4%	94.3%	93.7%	
Year 5	20	96.8%	94.2%	92.3%	
Year 6	15	95.0%	93.6%	92.5%	

27.7% of disadvantaged pupils have been 'persistently absent' compared to 17.7% of their peers during 2022-2023. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
1 Improved oral language skills and vocabulary among all 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.
2 Improved reading attainment amongst disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
3 Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
4 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

	<ul style="list-style-type: none"> <li>Persistent Absence has reduced by 10% amongst PP pupils</li> </ul>
5 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below 10% (currently 24% in 2023/24) and the figure among disadvantaged pupils being no more than 5% higher than their peers.</li> </ul>

## 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: **£70,118**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Target Tracker</p> <p>TestBase</p> <p>Introduction of new system - INsight</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1,4

<p>We will purchase resources and fund ongoing teacher training and release time. Eg ELSA training and NELI</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Letters and Sounds &amp; CPD</p>	<p>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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Teacher to support identified year groups</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Young Carers group Service children group</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4,5

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

Budgeted cost: **£39,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>FFT reading programme 1:1 and small group</p> <p>Bug Club</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">NELI</a></p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged and non disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Booster sessions pre school with identified groups.</p> <p>IDL programme to support 1:1 and small group work with identified staff</p> <p>Language for Thinking – small group with identified staff</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>Training staff to deliver the ELSA programme to support those identified</p>	<p>An ELSA in a school is an <b>Emotional Literacy Support Assistant</b>. There is a recognised training course aimed specifically at Teaching</p>	

pupils with emotional needs to support their academic achievement and progress	Assistants or other specialist school roles. ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists. The course tends to be 6 full days and covers many areas from emotional literacy to active listening. It will also require regular supervision time	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and self regulation approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Zones of regulation</a>	5
Harrow Schools Counselling Partnership support Mental health Buddy System SLT Mentors	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Use EEF audit tool for SEL	
Continue to offer music and wide range of school clubs.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. EEF	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

appointing attendance/support officers to improve attendance.		
Time allowed to release the Attendance lead to follow up with pupils/parents to support the drive for improved attendance. Time for A lead to meet with LA attendance officers	New guidance in August 2024 from the DfE with more stringent approach to school absences shows the need for schools to take a look at our current approach and review	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £141,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019 and more recently national scores in 2023 in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. However, further analysis since 2022/2023 has shown improvement across identified areas, though this still remains a focus.

Absence among disadvantaged pupils was 2% higher than their peers in 2022/23 and persistent absence 10% higher. We recognise this latter gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. 2023/24 PA rates were looking even greater, mainly to do with school refusers, emotional and mental health concerns of pupils and a number of pupils who have remained on roll due to not being placed across the country.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are still needing to focus on the same areas to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Mentoring	Links with local church with accredited mentors
Counselling	Harrow Schools Counselling Partnership

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
We have a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.