

## Pupil Premium Review 2021-22

Summary information					
School	St John's CE Primary				
Academic Year	2021-22	Total PP budget	£27,900	Date of most recent PP Review	N/A
		Recovery Premium	£1,399		
Total number of pupils	207	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Autumn 2023

### Current pupils on pupil premium grant

Year group	Total number of pupils	Pupil premium
R	30	2
1	30	2
2	29	4
3	30	3
4	30	10
5	29	1
6	29	3
Total	207	25

## Impact of attendance on pupil premium pupils

Schools are now concentrating on the key indicator of attendance and pupil premium pupils. Increased attendance for all pupil premium pupils will ultimately ensure that these children are more likely to make even better progress.

Attendance	2019-20	2020-21	2021-22
Attendance of all pupils nationally	n/a	n/a	n/a
Attendance of all pupils within school	95.57%	97.05%	94.12%
Attendance of all pupil premium pupils within school	95.08%	95.041%	92.31%
Persistent absentees of all pupils within school (below 90%)	7.1%	4.78%	16.36%
Persistent absentees of all pupil premium pupils within school (below 90%)	10.3%	13.04%	28%

## Summary of pupil premium performance

### Pupil Premium impact within early years

	Early Years Foundation Stage Profile (YR)		
	Reading (%)	Writing (%)	Maths (%)
All pupils within school	86	69	76
Pupil premium pupils within school (2 pupils)	50	50	50
Gap pupil premium within school against all within school	-36	-19	-26

## Pupil premium impact with phonics testing in Year 1 and Year 2

	Year 1 phonics TEST Passed (%)	Year 2 phonics RETAKE Passed (%)
	2022	2022
All Pupils within school	87	100
Pupil premium pupils within school (2 Y1 pupils; 4 Y2 pupils)	50	n/a
Gap pupil premium within school against all within school	-37	n/a

## Summary of pupil premium end of key stage

	Attainment at end of key stage (KS) 1 – Year 2		
	Reading (%)	Writing (%)	Maths (%)
All Pupils within school attaining 'Expected +' at end KS1	90	76	93
School pupil premium attaining 'Expected +' at end KS1 (4 pupils)	100	50	100
Gap pupil premium within school against all within school	+10	-26	+7

	Attainment at end of key stage (KS) 2 – Year 6		
	Reading (%)	Writing (%)	Maths (%)
All Pupils within school attaining 'Expected +' at end KS2	86	62	76
School pupil premium attaining 'Expected +' at end KS2 (3 pupils)	33	33	67
Gap pupil premium within school against all within school	-53	-29	-9

## Review of expenditure using 3 tiered approach

### Focus: Mental Health & Wellbeing; Addressing Gaps in Learning; Expanding Cultural Capital Opportunities

Expenditure	Breakdown	Evaluation
TEACHING Staff CPD Recruitment Retention	<p>Improving Teaching</p> <ul style="list-style-type: none"> <li>• CPD on mental health &amp; wellbeing</li> <li>• SLT attended regular CPD to keep up to date with current trends</li> <li>• Learning mentor available to support staff</li> <li>• Staff attended training on core subjects</li> <li>• Use of subject specialist teachers e.g. Computing, Science, Music, Art, D&amp;T, P.E., Maths</li> <li>• Recruitment and retention of senior teachers</li> <li>• KS1 Leader moving into Y1 to assist with transition</li> <li>• Y1 staff moving up with Y2 cohort</li> <li>• Experienced KS1 teacher moving into Y4 - benefits from knowing phonics programme so can support pupils</li> </ul> <p>Improving Teaching &amp; Learning for all pupils</p> <ul style="list-style-type: none"> <li>• Compass for Life lessons in KS2</li> <li>• Reintroduction of community cohesion experiences</li> <li>• Reintroduction of sports enrichment programme</li> <li>• Full reintegration of workshops and visits into curriculum offer</li> <li>• Pupil progress meetings with SLT</li> <li>• Subject leadership devoted time</li> </ul>	<p>Regular updates on mental health and wellbeing given to staff. Mental health weeks celebrated throughout the year in assemblies to highlight importance of looking after mental wellbeing.</p> <p>Staff attended training on core subjects to help identify gaps in learning post-Covid. Staff aware of the requirement to go back and cover objectives from previous year group. Staff building in opportunities for children to revisit and recall previous learning. Children and staff benefitted from being taught from subject specialists.</p> <p>Staff carefully placed into new year groups to improve the learning experiences of pupils and to offer support to less experienced staff.</p> <p>Reintroduction of our community cohesion and sports enrichment programmes has helped develop pupil's cultural capital.</p> <p>Compass for Life lessons have helped the children build resilience and to find ways to navigate their way through life to achieve short and long term goals.</p> <p>Subject leaders have had the opportunity to improve their own understanding of their subject across the school through talking with staff and pupils, looking at work and visiting lessons.</p> <p><b>By ensuring that staff receive regular training, all pupils benefit including disadvantaged groups.</b></p>

<p>TARGETED ACADEMIC SUPPORT</p> <p>Structured interventions</p> <p>Small group tuition</p> <p>1:1 support</p>	<p>Wave 1 targeted support</p> <ul style="list-style-type: none"> <li>• Links between small group support and classroom teaching</li> <li>• Developing pupils use of vocabulary</li> <li>• Developing oral language and communication skills</li> <li>• Language rich environments, careful selection of language to be taught, opportunities to practise new vocabulary, develop breadth (vocabulary size) and depth (understanding and use in context)</li> </ul> <p>Wave 2 targeted support</p> <ul style="list-style-type: none"> <li>• Tuition programme for Y2-Y5</li> <li>• Talk Boost and Talk About interventions to improve social skills and development of language</li> <li>• Lego therapy and dog therapy to support SEMH needs</li> <li>• Phonics interventions</li> <li>• KS2 reading scheme</li> <li>• Eco club for KS1; Creative club for KS2</li> </ul> <p>Wave 3 targeted support</p> <ul style="list-style-type: none"> <li>• Personalised curriculum for identified individuals - real life maths, life skills, 1:1 swimming lessons</li> <li>• Learning mentor support</li> <li>• Gross motor skills support</li> <li>• Loan of technology for individuals</li> <li>• Targeted SEMH support for individuals with outside agencies e.g. Grief Encounters</li> </ul>	<p>Lessons are differentiated to take into account the needs of specific pupils. These pupils are supported by teaching assistants or the class teacher during the lesson.</p> <p>Use of vocabulary has been a focus to help improve children's oracy and understanding of concepts. Key vocabulary has been included in subject guidelines and is displayed in classrooms during lessons.</p> <p>Tuition funding has been used to part-fund interventions in maths for pupils in Y2-Y5 by specialist maths teacher. Staff have used their training in Talk Boost to improve children's early language development in the Early Years. Training in Talk About has been used to run interventions for pupils who need support with their social skills.</p> <p>Dog therapy has been successful in helping pupils with the SEMH needs. Pupils have also benefited from taking part in more creative learning as part of the creative and eco clubs.</p> <p>Staff worked hard to personalise the learning for identified pupils who it was felt, would benefit more from learning life skills than purely academic ones.</p> <p><b>Disadvantaged pupils targeted for a variety of support including revisiting/addressing gaps in their learning, supporting their SEMH needs and behavioural needs. Pupils supported by teaching assistants, teachers, specialist teachers and SLT members. Breakdown of support available on class provision maps or individual support plans.</b></p>
<p>WIDER STRATEGIES</p> <p>Non-academic barriers</p> <p>Attendance</p> <p>Behaviour</p> <p>Social &amp; Emotional support</p>	<p>Zones of regulation rolled out across whole school</p> <p>Participation in Renaissance, Recovery and Reset programme (RRR) to advance learning experiences in music and computing (Y5 coding club, lego robotics and Y3 opera)</p> <p>School focus on Equality &amp; Diversity - assemblies, hall displays, composers, artists</p> <p>Centralising the recording of behaviour and safeguarding concerns into one place (MyConcern)</p> <p>Purchase of school pets (rabbits) - animal therapy</p> <p>Worry Monsters in all classes</p>	<p>Zones of regulation assemblies carried out with children and training offered to TA team. This whole school approach has helped develop pupil's self-regulation and resilience.</p> <p>School's engagement in the RRR programme has greatly broadened the experiences of pupils by visiting the Royal Opera House to watch Swan Lake as well as watching a performance of the Nutcracker at the theatre. Pupils also took part in their own opera performance for parents.</p>

	<p>Employment opportunities offered to identified families</p> <p>Workshops and trips subsidised by school</p> <p>School journey subsidised for identified pupils</p> <p>Subject leadership time</p>	<p>School's focus on EDI has been successful in creating a sense of belonging and value within our school community. The children recognise that within our community we have families from many different cultures and backgrounds and that each one should be valued and celebrated. Displays in the community corridor and hall reflect the hard work achieved. Regular theme days have been celebrated and the dedicated page on the school website it reviewed and added to. The use of MyConcern to record both behaviour and safeguarding concerns has ensured that profiles of pupils can be created to identify any patterns or trends. Behaviour in school is generally very good therefore the focus of staff and leaders has been on low level behavioural concerns.</p> <p>The purchase of school rabbits was instigated by one of the school's pupil voice groups, who take care of them on a daily basis. The rabbits are used as an SEMH tool both at planned and unplanned times.</p> <p><b>Disadvantaged pupils continued to be supported in a variety of different interventions both for their learning and social and emotional needs. Pupil's SEMH needs have been on the increase following Covid as children have needed to rebuild relationships with peers and adults.</b></p> <p><b>By engaging with the RRR programme, the children have benefited greatly from new experiences. Bespoke learning for identified children has been offered.</b></p> <p><b>Attendance of disadvantaged pupils has been mostly in line with that of all pupils in school (92.31% compared with 94.12%) however the percentage of persistent absentees has increased across the board compared to last year.</b></p> <p><b>2020-21 (All) 4.78% compared to (PP) 13.04%</b></p> <p><b>2021-22 (All) 16.36% compared to (PP) 28%. This amounts to 7 pupils of which most absences were authorised.</b></p>
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		It is worth noting that attendance in general, although still good, dropped from previous years. Schools experienced a lot of illness and absence last year both with pupils and staff.
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28.11.22