

Pupil Premium Review 2022-23

Summary information					
School	St John's CE Primary				
Academic Year	2022-23	Total PP budget	£37,035	Date of most recent PP Review	N/A
Total number of pupils	210	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Autumn 2024

Current pupils on pupil premium grant

Year group	Total number of pupils	Pupil premium
R	30	4
1	30	4
2	31	2
3	30	4
4	28	3
5	30	10
6	31	1
Total	210	28..

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	2020-21	2021-22	2022-23
Attendance of all pupils nationally	n/a	n/a	n/a
Attendance of all pupils within school	97.05%	94.12%	94.24%
Attendance of all pupil premium pupils within school	95.041%	92.31%	95.67%
Persistent absentees of all pupils within school (below 90%)	4.78%	16.36%	9.95%
Persistent absentees of all pupil premium pupils within school (below 90%)	13.04%	28%	17.86%

Summary of pupil premium performance

Pupil Premium impact within early years

	Early Years Foundation Stage Profile (YR)			
	Reading (%)	Writing (%)	Maths (%)	GLD (%)
All pupils within school	73%	63%	67%	53%
Pupil premium pupils within school (4 pupils)	25%	25%	25%	25%
Gap pupil premium within school against all within school	-48%	-38%	-42%	-28%

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

	Year 1 phonics TEST Passed (%)	Year 2 phonics RETAKE Passed (%)
	2023	2023
All Pupils within school	86.6%	100%
Pupil premium pupils within school (4 Y1 pupils; 2 Y2 pupils)	75%	100%
Gap pupil premium within school against all within school	11.6%	0%

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	97%	71%	77%
School pupil premium attaining 'Expected +' at end KS1 (2 pupils)	100%	50%	50%
Gap pupil premium within school against all within school	-3%	-21%	-27%

	Attainment at end of key stage (KS) 2 – Year 6		
	Reading (%)	Writing (%)	Maths (%)
All Pupils within school attaining 'Expected +' at end KS2	84%	65%	81%
School pupil premium attaining 'Expected +' at end KS2 (1 pupil)	0%	0%	0%
Gap pupil premium within school against all within school	-84%	-65%	-81%

Review of expenditure using 3 tiered approach

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

Expenditure	Breakdown	Evaluation
<p>TEACHING</p> <p>Staff CPD Recruitment Retention Mentoring and coaching for teachers Technology and other resources to support high quality teaching and learning</p>	<p>Improving Teaching</p> <ul style="list-style-type: none"> ● SLT attended regular CPD to keep up to date with current trends ● Learning mentor available to support staff ● SENCO attended Mental Health Lead training ● KS1 lead mentoring ECT in Y1 and Y4 ● Continuation of community cohesion experiences ● Continuation of sports enrichment programme ● Continuation of workshops and visits into curriculum offer ● Pupil progress meetings with SLT 2 x year ● Subject leadership devoted time ● Subject leader teaching different classes ● Purchase of Widgit online - visuals used across whole school ● Educational Psychologist training for teachers on Adaptation. In addition to this the Educational Psychologist also supported TA's and teachers with transition for some children. ● Additional training for new staff Early Years Talk Boost ● Senco upskilling TA's- CPD - observe practise in another school 	<p>Mental health lead carried out an audit of mental health and wellbeing in school. Children and staff benefitted from being taught from subject specialists. Staff carefully placed into new year groups to improve the learning experiences of pupils and to offer support to less experienced staff. Reintroduction of our community cohesion and sports enrichment programmes has helped develop pupil's cultural capital. Subject leaders have had the opportunity to begin to see progression of skills across some year groups. This improved their own understanding of their subject across the school through talking with staff and pupils, looking at work and visiting lessons. By ensuring that staff receive regular training, all pupils benefit including disadvantaged groups.</p>
<p>TARGETED ACADEMIC SUPPORT</p> <p>One to one, small group or peer academic tuition Targeted interventions to support language development, literacy and numeracy Targeted interventions and</p>	<p>Wave 1 targeted support</p> <ul style="list-style-type: none"> ● Links between small group support and classroom teaching ● Developing pupils use of vocabulary ● Developing oral language and communication skills- ● 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) <p>Wave 2 targeted support</p> <ul style="list-style-type: none"> ● Early morning writing interventions- Y3-Y5 ● Y6 intervention ● Talk About interventions to improve social skills and development of language 	<p>Lessons are differentiated/adapted to take into account the needs of specific pupils. These pupils are supported by teaching assistants or the class teacher during the lesson. Use of vocabulary has been a focus to help improve children's oracy and understanding of concepts. Tuition funding has been used to part-fund interventions in maths for pupils in Y2-Y5 by specialist maths teacher and writing interventions in year 3-5. 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</p>

<p>resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions</p> <p>Structured interventions Small group tuition 1:1 support</p>	<ul style="list-style-type: none"> ● Early Years Talk Boost- develop early language skills ● Lego therapy and animal therapy dog/rabbit therapy to support SEMH needs ● Sensory Circuits/Attention Autism (bucket time) ● Focus on additional sewing sessions with Miss Geldart 1 a week. (pre teaching) so that in the lessons they will become leaders/helpers <p>Wave 3 targeted support</p> <ul style="list-style-type: none"> ● Personalised curriculum for identified individuals - real life maths, life skills, 1:1 swimming lessons (previously LAC and SEND) ● Learning mentor support ● Gross motor skills support ● Chrome books and Writing program to support SEN needs ● Targeted SEMH support for individuals with outside agencies e.g. Grief Encounters ● IAT - SEMH support ● Focus on additional sewing sessions with Miss Geldart 1 a week. (pre teaching) so that in the lessons they will become leaders/helpers 	<p>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>Disadvantaged pupils targeted for a variety of support including revisiting/addressing gaps in their learning (Pupil Progress), 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.</p>
<p>WIDER STRATEGIES</p> <p>Non-academic barriers Attendance Behaviour Social & Emotional support</p>	<p>Advance learning experiences in music and computing (Y5 coding club, lego robotics and Y3 opera)</p> <p>School focus on Equality & Diversity - assemblies, hall displays, composers, artists</p> <p>Robust procedures with recording of behaviour (initially) and safeguarding concerns into Myconcern</p> <p>Workshops and trips subsidised by school</p> <p>School journey subsidised for identified pupils</p> <p>Subject leadership time</p> <p>WOW club</p> <p>Wellbeing coffee morning with parents with Homestart Barnet</p>	<p>.Regular theme days have been celebrated and the dedicated page on the school website it reviewed and added to.</p> <p>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>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 continue to be increasing post covid.</p>

		<p>Bespoke learning for identified children has been offered.</p> <p>Attendance of disadvantaged pupils has been slightly higher than the rest of the school I (95.6.% compared with 94.24%) and there has been a decrease of the % of persistent absentees for disadvantaged pupils to 17.86%</p> <p>2021-22 (All) 16.36% compared to (PP) 28%.</p> <p>2022-23 (All) 9.95% compared to (PP) 17.86%</p> <p>This amounts to 8 pupils of which most absences were authorised.</p>
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