

Pupil Premium Review 2024-25

Summary information					
School	St John's CE Primary				
Academic Year	2024-25	Total PP budget	£37,700	Date of most recent PP Review	N/A
Total number of pupils	206	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Autumn 2026

Current pupils on pupil premium grant

Year group	Total number of pupils	Pupil premium
R	30	0
1	30	4
2	25	4
3	30	6
4	31	2
5	30	5
6	30	3
Total	206	24

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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	2022-23	2023-24	2024-25
Attendance of all pupils nationally	89.1%	89.2%	89.6%
Attendance of all pupils within school	94.24%	94.90%	95.2%
Attendance of all pupil premium pupils within school	95.67%	94%	95.5%
Persistent absentees of all pupils within school (below 90%)	9.95%	10.79%	11.2% (7)
Persistent absentees of all pupil premium pupils within school (below 90%)	17.86%	21%	11.5% (3)

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Summary of pupil premium performance

Pupil Premium impact within the early years	Early Years Foundation Stage Profile (YR)			
	Reading (%)	Writing (%)	Maths (%)	GLD (%)
All pupils within school	79.9%	75.3%	93.3%	73.3%
Pupil premium pupils within school (0 pupils)	0%	0%	0%	0%
Gap pupil premium within school against all within school	N/A	N/A	N/A	N/A

Pupil premium impact with phonics testing in Year 1 and Year 2	Year 1 phonics TEST Passed (%)	Year 2 phonics RETAKE Passed (%)
	2025	2025
All Pupils within school	70%	50%
Pupil premium pupils within school (4 Y1 pupils; 4 Y2 pupils- 2 retake in y2)	50%	50%
Gap pupil premium within school against all within school	-20%	0%

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Summary of pupil premium at the end of key stage

	Attainment at end of key stage (KS1) – Year 2		
	Reading (%)	Writing (%)	Maths (%)
All Pupils within school attaining 'Expected +' at end KS1	52%	30%	61%
School pupil premium attaining 'Expected +' at end KS1 (4 pupils)	25%	25%	25%
Gap pupil premium within school against all within school	-27%	-5%	-36%

	Attainment at end of key stage (KS2) – Year 6		
	Reading (%)	Writing (%)	Maths (%)
All Pupils within school attaining 'Expected +' at end KS2	97%	67%	83%
School pupil premium attaining 'Expected +' at end KS2 (3 pupils)	67%	67%	67%
Gap pupil premium within school against all within school	-30%	0%	-16%

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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 Mentoring and coaching for teachers Technology and other resources to support high quality teaching and learning	Improving Teaching • SLT attended regular CPD to keep up to date with current trends • Learning mentor available to support staff • KS1 lead mentoring 2nd year ECT in Y1 • Continuation of community cohesion experiences • Continuation of sports enrichment programme • Increase in SEND and KS1 sports enrichment. • 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 • English lead supporting planning and delivering of English- particularly Writing • Continued use of visuals used across whole school- e.g whole class timetables, task planners etc • Educational Psychologist led training on Emotional Development • Signed up to be part of the PINS project- support from OT's Salt's, EP's • SENCO attended Barnet SENCO conference three times a year • BICS training for staff- understanding and managing anxiety • Whole school staff training on low arousal • Maths coordinator involved with Maths mastery course- training disseminated to all classes	Children and staff benefitted from being taught from subject specialists. Staff and children benefit from TA's carefully deployed to classes/children. Staff carefully placed into new year groups to improve the learning experiences of pupils and to offer support to less experienced staff. Community cohesion and sports enrichment programmes have continued to help develop pupil's cultural capital. If all adults in the school have a good understanding of why children behave the way they do and how to manage these behaviours then there is consistency throughout the school. 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 Early years staff have more knowledge to support language and communication within the early years as children are coming in with a much lower baseline in their communication skills- early intervention. SENCO informed with services that can be used/referred to support our most vulnerable/disadvantaged children. By ensuring that staff receive regular training, all pupils benefit including disadvantaged groups.

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TARGETED ACADEMIC SUPPORT One to one, small group or peer academic tuition Targeted interventions to support language development, literacy and numeracy Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions Structured interventions Small group tuition 1:1 support	Wave 1 targeted support • Links between small group support and classroom teaching • Developing pupils use of vocabulary • Developing oral language and communication skills-As part of the ELSEC project (early language support for every child) a speech and language therapist assistant working with KS1 teachers to specifically develop listening and attention in class. • 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) Wave 2 targeted support • Y6 interventions- English/Maths • English lead supporting with Writing in y2-y6 • Y2 writing interventions • Y6 booster classes- maths • Continuation of Talk About interventions to improve social skills and development of language • Continuation of Early Years Talk Boost- develop early language skills • ELSEC- Language screening for children in the Early Years. • Concept Cat intervention in Early Years to develop early conceptual vocab-important for understanding concepts in Science and Maths and support better outcomes by KS1. • Continuation of Lego therapy and animal therapy dog/rabbit therapy to support SEMH needs • Established interventions running such as Sensory Circuits/Attention Autism (bucket time) OT groups to support fine motor skills • Phonics catch up groups • Focus on additional sewing/cooking sessions with Miss Geldart 1 a week. (pre teaching) so that in the lessons they will become leaders/helpers • Small group English writing groups with Literacy lead- Y2-Y6 (Autumn and spring terms) Wave 3 targeted support • Personalised curriculum for identified individuals - real life maths, life skills, 1:1 swimming lessons (previously LAC and SEND)	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. Early Years staff have used their screening knowledge from ELSEC training to highlight those children who have a low language and therefore put interventions (Concept CAT) in place. Data shows this has been successful. This is still ongoing Use of vocabulary has been a focus to help improve children's oracy and understanding of concepts- (Concept Cat intervention) Tuition funding has been used to part-fund writing interventions in year 3-5. Sensory circuits have helped children with their emotional regulation during the day. This ensures that they are ready to learn. 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. 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. Disadvantaged pupils in Y6- 67% (2 of 3) pupils achieved EXP across all reading, writing, maths in KS2 SATS
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	• Learning mentor support • Gross motor skills support • Fine motor skills support • Chrome books and Writing program (Clicker 4) to support SEN needs • Focus on additional sewing and cooking sessions with Miss Geldart 1 a week. (pre teaching) so that in the lessons they will become leaders/helpers • ELSA- emotional wellbeing support • Play therapy- emotional wellbeing support	
WIDER STRATEGIES Non-academic barriers Attendance Behaviour Social & Emotional support	School focus on Equality & Diversity - assemblies, hall displays, composers, artists. Sensory room in full use Robust procedures with recording of behaviour (initially) and safeguarding concerns into Myconcern Workshops and trips subsidised by school School journey subsidised for identified pupils Subject leadership time WOW club Parent coffee morning - run by BICS- understanding and managing anxiety Sensory boxes in each classroom to support emotional regulation ELSA across KS2 Play therapy across all year groups PINS project- partnership in neurodiversity in schools	Regular theme days have been celebrated and the dedicated page on the school website it reviewed and added to. The ongoing 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. Disadvantaged pupils continue 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. Attendance of disadvantaged pupils has been slightly higher than the rest of the school (95.5% compared with 95.2%) There has been a significant decrease of the % of persistent absentees for disadvantaged pupils to 11.5%. 2022-23 (All) 9.95% compared to (PP) 17.86% (26 pupils) 2023-24 (All) 10.79% compared to (PP) 21% (33 pupils) 2024-35 (All) 11.2% compared to (PP) 11.5% (3 pupils)