

## Pupil premium strategy statement – St John the Baptist CEVA Primary School- Pebmarsh

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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3 Years
Date this statement was published	Updated September '23
Date on which it will be reviewed	September 2024
Statement authorised by	Teresa Gage
Pupil premium lead	Teresa Gage
Governor / Trustee lead	Joanna Clayman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,615
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 2,320
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 3,220
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 29,155

## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to closing the disadvantage national attainment gap; ensuring children have the support to make good or better progress. We want all children to leave the school with a rich cultural capital in line with their peers to ensure that they have the opportunity to have the best starts in life.

Our approach is responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage; we have no glass ceilings.

The approaches we have adopted complement each other to support our children to build self-motivation and a drive to achieve excellence.

To ensure they are effective we will;

- Ensure disadvantaged pupils are challenged and supported in the work that they are set
- Support and teach positive attitudes to learning
- Act early to intervene at the point that 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

Our plan is to;

- Include all staff in ongoing training and promoting the objectives
- Listen to pupil voice and family 'hopes and aspirations'
- Identify barriers for each child and provide a quality first inclusive practise
- Set relevant data and resources to monitor the impact of interventions
- Support families with any difficulties surrounding attendance

### Challenges

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

Challenge number	Detail of challenge
1	Attendance- ensure a level of attendance which is as good as our non-disadvantaged children.
2	SEMH Needs/ Overlap with Vulnerability Indicators. A number of our disadvantaged children and their families are vulnerable in terms of their social and emotional wellbeing and self-esteem, which often

	leads to anxiety within school and this can make transitions into new year groups and new schools difficult.
3	Assessments and observations suggest that a number of our disadvantaged children have some challenges with phonics, which negatively impacts their development as readers and confident writers.
4	PPG children are not working at the same level of attainment as our non-PPG children. This is evident in termly tests and end of key stage outcomes.
5	Opportunities to develop children’s cultural capital outside of learning is limited. Disadvantaged families often do not access any wider curriculum activities which help broaden children’s horizons and encourage them to reach for more chances to learn.

### 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 attendance to at least as good as non-PPG children. For attendance to be ‘good’ compared to national standard of 96%	Attendance rates for individual children improves to over 95% Support from Attendance Officer to reach out to families and follow up persistent absences
Improved phonic knowledge among disadvantaged pupils, to support progress and attainment in reading and writing.	Children demonstrate increasingly secure phonic knowledge which they apply with confidence in reading and writing.
School provides for the SEMH needs of pupils. Maslow’s Hierarchy of Needs states that if basic needs are not met then this will get in the way of fulfilment of higher-level needs. Pupils’ emotional needs being met will support them through well-being LSA and a Family Support Worker.	Trained LSA in well-being and SEMH needs. Pastoral Support through trained Family support worker – works with families.
The curriculum extends beyond the academic, technical or vocational and provides for learners’ broader development, enabling them to develop and discover their interests and talents. We intend for all children to have access to a wide variety of experiences to ensure this can be delivered regardless of financial constraints.	Take up of extra-curricular provision including sports and music-based clubs. Music tuition (piano lessons).  Access to trips and visits for all.

PPG children will be in line with peers across all areas of the curriculum. This can be due to the lack of support at home and also attendance concerns.	A rigorous assessment and pupil progress system that will identify gaps and plan interventions to support rapid progress.
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### 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

Budgeted cost: £ 8,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics programme (EYFS- Year 2)	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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	3
Rigorous assessment system throughout the year to identify gaps and plan interventions	A rigorous curriculum and assessment offer can support the accelerated progress of children. The Teaching and learning toolkit-EEF	3,4
1x HLTA in KS1 to support the delivery of the curriculum in a larger class	Both targeted interventions and universal approaches can have positive overall effects EEF-Behavioural interventions	3,4
Purchasing laptops to support PP children to access the curriculum and support progress	Often, evaluations of digital interventions compare whether pupils who receive support through technology make more progress than others who continue with normal classroom practice. EEF Digital Technology guidance	4

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

Budgeted cost: £ 11,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being LSA to support children with SEMH needs and PP to access education and make progress in school	Use targeted approaches to meet the needs of individuals in your school is effective in supporting children Improving behaviour in schools-EEF	2
Classroom support to accelerate progress of children that have been identified in pupil progress meetings as needing intervention support	Intervention 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: And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4
SENCO is available 1 extra day a week to support the training and facilitating of support staff to deliver interventions	Classroom support staff are having regular training sessions to ensure that they are able to support children make accelerated progress thus closing the gap between PP and Non-PP children	2,3

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

Budgeted cost: £ 9626

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer has been appointed to track attendance of PP children and hold attendance meetings with families as needed	Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy— that they are equal partners and can make a difference. Parental engagement guidance report-EEF	2,4
Paying for extra curricular activities including clubs, instrument lessons and	Moderate impact has been seen with outdoor and adventurous activity as assessed by the EEF. This is a minimal cost for the school as all external	5

<p>school trips to ensure that PP children have enrichment opportunities to enrich cultural capital</p>	<p>providers give 2 free spaces in return for site use. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
<p>Wellbeing – School Liaison Offer</p>	<p>Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p>	

**Total budgeted cost: £ 29155**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance: Attendance is more consistent with that of non-PPG. Progress has been made as the school has worked hard to maintain and build on good relationships with all PPG families, with improved attendance outcomes. Investment in the Family liaison officer and robust tracking systems will continue to support attendance for PPG.

Phonics – The Phonics lead has used the portal to assess and monitor achievement and attainment in Read Write Inc, working with a RWI representative to sustain phonic provision. This is the 2<sup>nd</sup> Year of using a validated synthetic and systematic phonics programme and RWI will continue to build the foundations for improved reading, writing and oracy.

Mathematics – Maths attainment at the end of KS2 (2023) exceeds national average. Identified targeted support will continue to support children with learning difficulties and disabilities and PPG to ensure progress and achievement is sustained.

Enrichment activities – children have benefited from the social, emotional and cultural enrichment offers – ‘ There are a range of clubs including art and musical theatre. (Ofsted ‘ 23)

Well being and SEMH needs- Many TAF’s and a range of offers for family support were used throughout the year and this resulted in children having a settled academic year and families seeking support from the school rather than removing themselves from the support being offered.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
RWI	Ruth Miskin
Family Support	Private Practitioner