



Pupil premium strategy statement *Nov 2022 update*

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John the Baptist CE VA Primary School
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>)	2022/23-2025/26
Date this statement was published	Dec 2022
Date on which it will be reviewed	Nov 2023
Statement authorised by	Toni Mason, Headteacher
Pupil premium lead	Katie Kilgallon, Lead Practitioner
Governor / Trustee lead	Rob Adediran, LAB Chair & PA Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,450
Recovery premium funding allocation this academic year	£12,216
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,666



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Part A: Pupil premium strategy plan

Statement of intent

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, 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.

All members of staff and the local advisory board body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is used alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Principles

- Quality first teaching and support improves attainment and progress.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- We ensure disadvantaged pupils are challenged in the work that they're set
- All staff will act early to intervene at the point need is identified



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- We have adopted a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Pupil premium funding has been allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- As our percentage of children in receipt of the PP grant is high, most classes have close to 60% of children qualifying for the grant, which means that quality CPD and whole class precision teaching is key.

Challenges

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

Challenge number	Detail of challenge
	Assessment, book looks, observations and discussions with pupils have shown us that:
1	Progress in reading is low for our vulnerable children; identified barriers for reading progress are reading for meaning, comprehension: inference, fluency, reading for pleasure and access to books.
2	Although attainment gaps are closing on those children achieving expected standard within, there is a notable gap between pp and non-pp children achieving greater depth in core subjects.
3	Fluency in maths and confidence in sharing reasoning has decreased for current cohorts.
4	Phonics skills (decoding and blending and long vowel sounds) are a barrier for children in years 1 & 2 which is impacting their reading progress.
5	There is underdeveloped oracy and language skills as well as vocabulary gaps among many disadvantaged pupils.
6	It has been noted that there is low attainment on entry to the Early Years Foundation Stage in all areas
7	Social skills and self-regulation continue to be a challenge for our vulnerable children.

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
Progress in Reading	PP children exceeding national for Reading progress
Progress in Writing	PP children in line at least with the national average for Writing progress.
Progress in Mathematics	PP children in line or exceeding national for Maths progress.

Phonics	PP children exceeding national for phonics expected standard attainment.
EYFS Progress	Children make good or better progress from their different starting point.
Oracy	Improved oral language and vocabulary used in learning across the curriculum



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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £83,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed CL focused activities and targeted small group sessions at least 4 x weekly in EYFS.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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>	5, 6
<p>Purchase phonics resources to complement our programme of synthetic phonics (RWI)</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.</p>	4
<p>Enhancement of our maths mastery teaching and curriculum with support from North London Maths Hub</p> <p>We will continue to 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).</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.</p> <p>The EEF guidance is based on a range of the best available evidence.</p>	2, 3

Training (CPD) and resources for fine motor development and handwriting	Precision teaching with solid subject knowledge and pedagogy can accelerate progress and enhance development of key skills.	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional	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).	7

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development and training for staff. This is enhanced through our Jigsaw programme. Resources and training will be purchased for this.		
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Targeted academic support

Budgeted cost: £122,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional SaLT time to implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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.	5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. (Project reader, East London English Hub and RWI)	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.	4, 1

School led tutors to support vulnerable children in reading, writing and maths. (Top up to cover gap from DFE funding)	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.	4
Times Table Rockstars and Doodle Maths to increase number fluency and reasoning for all pupils	Assessments have shown the demonstrable impact this programme has had on children's fluency. Engagement has also been high both in school and at home.	3
EY Resourcing to meet the need of the new EY Curriculum EY	Many children enter our Reception class predominantly with low starting points. Language rich resourcing improves vocabulary acquisition and oracy across the curriculum. Children entering KS1 have demonstrated increased skills and oracy.	5, 6
Purchase (and replenishment) of KS1 Reading Books to ensure the	Children who practise at home with phonetically decodable texts make better progress than those who read only in school.	4

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books link to RWI and accelerate reading		
Purchase and replacement of years 1-6 reading books as well as purchasing new sets of books that are used for reading lessons so that all children have access to high-quality texts and real books.	Children who have their own copy of a reading book during lessons have been shown to be more likely to develop a love of reading. Furthermore, access to new books on the reading spine enhances reading lessons and first-quality teaching.	1

Wider strategies

Budgeted cost: £42,541

Activity	Evidence that supports this approach	Challenge number(s) addressed

Behaviour Support (pastoral manager) will work with vulnerable pupils to ensure they can access learning and provide lunchtime support to provide high quality games and activities to engage pupils	More frequent behaviour difficulties meaning PP pupils are more likely to need additional support which impacts on their academic progress. However existing interventions have had an positive impact and behaviour incidents have decreased.	7
Magic Breakfast provides a free-to-children breakfast for all children to start their day	Food deprivation is high at St John the Baptist. Research shows hungry children do not perform as well.	7
Targeted SEMH support from Re Engagement Unit	Holistic support on a one to one basis including home involvement has had a marked positive impact on attendance, learning behaviours and attainment of vulnerable children. Timed and evaluated interventions have which have SMART targets has proven to be successful.	7
Purchase of swimming costumes, uniforms and additional devices for homes	Engagement in and out of school increases attendance and attainment for vulnerable children. Healthy lifestyles and being ready for learning has a positive impact on wellbeing of children.	7

Total Budgeted cost: £248,534



For our school it is worth noting that the percentage of children who are pupil premium in each class is greater than the number who aren't so this should be kept in mind when reviewing the data.

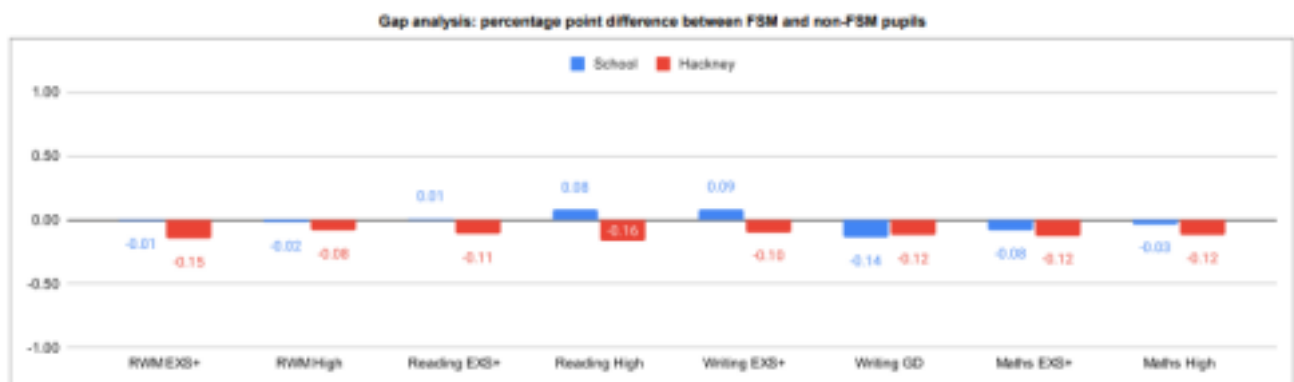
We know that the measures in place are working. According to our school's assessment tracker (the fundamentals), in core subjects across every year group, pupil premium children have closed the gap or in some cases, exceeded their peers in attaining the expected standard in reading, writing and maths. This is also evident in the end KS2 data where in every subject the percentage of PP children working within the expected standard was greater than non-PP children.

This closing of the gaps happens over time. We know from our KS1 data that the gap is still a key factor. There are still gaps in progress scores between pp and non-pp as evidenced below. Another key area to focus on is greater depth attainment. There is a gap between PP and non-children in the attainment of greater depths in reading, writing and maths which is now a focus and priority.

End of year KS1 official data:



End of year KS2 official data:



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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics Programme	Ruth Miskin Inc
X Tables Rockstars	TT Rockstars

Doodle Maths	Doodle Maths
Reading Plus	Reading Solutions
Magic Breakfast	Magic Breakfast
Debate Mate Debate Club	Debate Mate
Lexia intervention Programme	Lexia Inc.
Bookmark Reading Intervention	Bookmark
Literacy Pirates	Literacy Pirates (Hackney)
WellComm CL intervention	GL Assessments
Speech and Language Therapists	Hackney NHS
White Rose Maths	White Rose
PA Maths Programme	Primary Advantage Federation of Schools

Further information

Additional Activities

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- Further developing the pedagogy and subject knowledge of staff through high-quality professional development, that reflects current cognitive research. By continually engaging with up to date research, we are ensuring our staff are always developing their practice which will have a positive impact on quality-first teaching.
- Analysing and taking action to challenge bias and labelling, both unconscious and systemic. This will be done through bespoke CPD for all staff, the reviewing of key systems and policies, revising the school reading spine to reflect the diverse nature of our school as well as using the PSHE curriculum to address these ideas and promote children sharing their opinions. Through this, we will endeavour to make sure that no child is limited by bias labels or preconceptions.

Additional Activities *continued.*

Enhancing the current provision of SEND pupils in order to ensure good progress for those who are not on target to meet end of year expectations. SLT will support SEND leadership to target identified areas for development. There will also be more regular pupil progress and summit meetings to track progress and identify key children for targeted interventions as well as parent workshops in order to support home learning. By having an enhanced focus on SEND provision and developing strong home links, the progress, attainment and well-being of the most vulnerable children will improve.

- The development of the Art and Design curriculum through the employment of an artist in residence and bespoke CPD for all staff. This will enhance our current art provision to ensure all pupils get a high-quality, wider curriculum experience. These skills and enrichment will support learning across the curriculum and support progress overall. Our artist in residence also supports the continual CPD of staff to also enhance environments and learning.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated the success and impact of the previous year's plan. Through learning walks, book looks, scrutiny of data and discussions with both staff, pupils and parents, as well as external visits and feedback from external agencies, we were able to review our current provisions and get a better understanding of the challenges faced by our disadvantaged children.

We have kept up to date with current research, studies and recommendations, including from the EEF, on the challenges disadvantaged children face in order to further develop our knowledge of how to best support them.

We have ensured a robust evaluation strategy to ensure our three-year plan is effective and will adjust as needed to better meet the needs of our children.

Service pupil premium funding

[Service pupil premium](#) is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending. Pupils in state-funded schools in England attract service pupil premium funding, at the rate of £320 per eligible pupil in 2022 to 2023, if they meet one or more of the criteria.

Currently there are no eligible pupils at St John the Baptist.

How our service pupil premium allocation was spent last academic year - NA

The impact of that spending on service pupil premium eligible pupils - NA