

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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's Highbury Vale CE Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Tonnie Read – E Head
Pupil premium lead	Hasina Khan - HoS
Governor lead	Patrick Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,845
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years	£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	£103,850

Part A: Pupil premium strategy plan

Statement of intent

At St John's, we are committed to giving all our children every opportunity to achieve the highest of standards, especially for our most vulnerable pupils. The aim of our pupil premium strategy is to ensure that all disadvantaged pupils, regardless of their starting points and background, reach their potential and achieve at least as well as their non-disadvantaged peers across the curriculum. We will ensure that we have high aspirations for all vulnerable pupils and avoid making assumptions, instead using our robust assessment systems to identify and address pupils' individual needs. We will focus on building all our staff's pedagogy and subject-specific knowledge through comprehensive professional development. High-quality teaching is proven to be the most effective tool for raising attainment for all pupils and closing the disadvantaged attainment gap. At St John's, we put reading at the heart of our curriculum and believe in ensuring all pupils become confident readers through the rigorous and systematic teaching of phonics. Fluency and comprehension is key to improving life chances for our pupils.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and high expectations for all children. If a child cannot access our curriculum, we adapt it to meet their needs. The achievements, attitudes and well-being of all our children matter, and we will ensure that every child is able to achieve their full potential whilst at St. John's.

We will focus on the key challenges which are preventing our disadvantaged pupils from attaining as well as our non-disadvantaged pupils. These areas are:

- depth and breadth of vocabulary
- the ability to articulate ideas and develop reasoning
- a lack of wider life experiences that build background knowledge
- understanding of the world around them.

The approaches we have adopted support pupils to make a strong start at primary school and help them excel. To ensure that these are effective, we will: rapidly assess children's communication and reading skills when they join the school with interventions put in place as needed, closely monitor the progress of pupils and intervene early to address gaps as they appear; ensure all staff understand that they are accountable for the outcomes of disadvantaged pupils and ensure that they have high aspirations for pupils.

We employ strategies that we know will support our pupils to increase their attainment and 'narrow the gap'. The Governing Body of St John's Highbury Vale CE Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of our school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

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 and pupil premiums. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged, including children who are supported by social services.

Barriers to Educational Achievement for Disadvantaged Pupils

A summary of the main barriers to educational achievement faced by eligible pupils at our school:

- Significant gap in pupil attainment on entry to school when comparing PP pupils and those not in that group
- A number of pupils have difficulties with speech and language and this has an impact on their progress
- Some pupils lack aspiration and engagement, which can affect their ability to concentrate on a task or maintain concentration when learning
- Attendance of pupils requires close monitoring to ensure that children are in school in order to access all learning opportunities
 - Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points than their non-disadvantaged peers, which can impact on their depth of knowledge of aspects of the world in wider curriculum lessons.
 - Our attendance analysis shows that some disadvantaged pupils are persistently absent compared to non-disadvantaged pupils.

Our ultimate objectives are:

- To continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and well-being to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.

- Ensuring 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.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All disadvantaged pupils leave St John's as fluent readers, able to comprehend and discuss what they read across the curriculum.
- All disadvantaged pupils have improved knowledge of vocabulary and the ability to explain and reason orally.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better, thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Level 3 Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning and accessing the curriculum.
- 1-1 support when and where appropriate.
- Additional teaching and learning opportunities provided through a quality, competent HLTA in upper Key Stage 2.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the mental health and well-being of pupils in order that their minds can be clear to focus on and absorb their learning.

Challenges

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

Challenge number	Detail of challenge
1	Significant gap in pupil attainment on entry to school when comparing PP pupils and those not in that group.
2	A number of pupils starting in Reception class have difficulties with speech and language and this has an impact on their progress.
3	An increase of pupils diagnosed with a specific learning need - SEN
4	Attendance of pupils requires close monitoring to ensure that children are in school in order to access all learning opportunities.
5	Mental health and well-being of vulnerable pupils.

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 academic achievement for disadvantaged pupils.	Through clear tracking and monitoring, pupils in this group will achieve in line with or above their non-disadvantaged peers. Quality first teaching and specific interventions will support in 'closing the gap'.
Improved oracy skills, phonic knowledge and extended vocabulary.	Pupils in this group meet their challenging and ambitious individual end-of-year targets through interventions and support from the school's speech and language therapist. On-entry assessment identifies pupils with gaps in their knowledge of phonics- Action is taken to address the gaps, and intervention is timetabled immediately. Reading lessons are tailored to the stage of reading each child is at and focus on building fluency and comprehension.

	<p>Reading for pleasure is integrated into daily life at the school.</p> <p>All children are read to daily and are able to discuss what they are reading and make recommendations to others.</p> <p>All children feel confident reading across the curriculum and independently build knowledge of the world through reading.</p>
<p>All disadvantaged pupils leave St John's with a secure understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems.</p>	<p>Assessments identify disadvantaged pupils with potential barriers to learning in mathematics. Support is put in place for them to close gaps within lessons and if necessary, outside of lessons.</p> <ul style="list-style-type: none"> - A timetable of support is created to allow for interventions and sessions to take place. - Pupil attainment review meetings allow for gaps to be pinpointed and teaching adjusted to meet the needs of children. <p>Teachers receive support from leaders and training to understand how to ensure all children reach their potential.</p> <ul style="list-style-type: none"> - On-line resources such as TT Rockstars are utilised to share strengths and target practice around gaps. Families have information sessions and reference material to be able to support their children at home. - Staff training supports teachers to make effective use of assessment data to inform planning and teaching, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain. <p>Support staff are trained in how to support vulnerable children within and outside of lessons.</p>
<p>Continued support for children diagnosed with an SEND or concerns around one.</p>	<p>Pupils continue to make progress with quality first teaching in class.</p> <p>Access to external professionals to support the child or to deliver training to staff.</p> <p>Small group work or interventions where required.</p>
<p>Improved attendance for our pupil premium children.</p>	<p>Attendance for our PP children to be in line with that of their peers by supporting families with termly review meetings.</p>

	Offering breakfast club provision where possible. Reduced number of PA (persistently absent) pupil premium children.
Children are supported in addressing their mental health and well-being.	Targeted support planned for focus children. Use of one of the three therapists currently available in school. Sessions built into the curriculum and the school day. Two qualified Mental Health First Aiders to support both children and families.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £56,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Higher Level Teaching Assistants (HLTA) employed to support the delivery of quality first teaching with identified groups of children and whole classes</i>	EEF – Effective professional development recommendations	1,2,3
<i>CPD for all staff in Teaching Systematic Synthetic Phonics</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. DfE – The Reading Framework	1,2,3
<i>CPD for all staff on Pre-teaching Vocabulary, Word Aware, Lego Therapy, Colourful Semantics, Time to Talk, Language for Thinking, Black Sheep Press</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	

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

Budgeted cost: £137, 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level 3 TAs Structured Interventions	EEF – Effective professional development recommendations	1,2,3
<i>Booster by SLT</i>		2,4,5

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

Budgeted cost: £30,877.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Educational Psychologist Time</i>	EEF (+4) Social and Emotional Learning	2,3,5
<i>CAMHs Clinician</i>	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	2,3,4,5
<i>Family Support Advisor to focus on Attendance & Punctuality as well as a focus on Mental Health & Well-Being</i>	DfE – Review of best practice in parental engagement	3,4,5
<i>Meaningful Minds – School Counsellor Service</i>	EEF (+4) Social and Emotional Learning	3,5
<i>Art Therapist</i>	EEF (+4)	3,5

	Social and Emotional Learning	
<i>Breakfast Club Provision</i>	DfE – Review of best practice in parental engagement	4,5

Total budgeted cost: £225,094.56