

# Pupil premium strategy statement – St John’s Highbury Vale Primary School.

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	208
Proportion (%) of pupil premium eligible pupils	29.4%
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> )	2022/2023 2023/2024 2024/2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Tonnie Read – Executive Headteacher
Pupil premium lead	Hasina Khan - Head of School
Governor / Trustee lead	Patrick Robinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320
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>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£87,320

# Part A: Pupil premium strategy plan

## Statement of intent

At St. John's, we are deeply committed to providing every child with the opportunity to achieve their full potential, with a particular focus on our most vulnerable pupils. Our Pupil Premium Strategy ensures that all disadvantaged pupils, regardless of their background or starting points, reach the same high standards as their non-disadvantaged peers across the curriculum. We are dedicated to fostering high aspirations for all vulnerable pupils, avoiding assumptions, and using rigorous assessment systems to address their individual needs effectively.

Our approach prioritises staff's ongoing professional development, focusing on pedagogy and subject-specific knowledge to enhance the quality of teaching. We recognise that high-quality teaching is the most powerful tool in raising achievement for all pupils and closing the attainment gap. At St. John's, reading is at the core of our curriculum, and we are committed to developing confident readers through systematic and rigorous phonics programme. We believe that fluency in reading and comprehension is key to improving pupils' life opportunities.

We understand that each child has unique life experiences and needs, and we offer a broad, balanced curriculum with high expectations for all. We adapt our curriculum to ensure accessibility for every child. We value the achievements, attitudes, and well-being of all our pupils, ensuring they can reach their full potential during their time at St. John's.

Our efforts are focused on addressing the key challenges that prevent our disadvantaged pupils from achieving on par with their peers, including:

- Limited vocabulary depth and breadth
- Difficulties in articulating ideas and developing reasoning skills
- A lack of broader life experiences that contribute to background knowledge
- Unable to retain information

The strategies we implement aim to provide our disadvantaged pupils with a strong foundation from the moment they enter primary school, ensuring they excel. To maximise the effectiveness of these strategies, we will:

- Rapidly assess children's communication and reading skills upon joining the school and implement timely interventions as necessary.
- Closely monitor pupil progress and address any emerging gaps in learning.
- Ensure all staff take responsibility for the outcomes of disadvantaged pupils and maintain high aspirations for them.

The Governing Body of St. John's Highbury Vale CE Primary School is committed to ensuring that the provision for disadvantaged pupils secures high-quality teaching and learning opportunities. Staff and Governors will ensure that the needs of vulnerable pupils are thoroughly assessed and addressed during termly pupil progress meetings.

We recognise that not all pupils receiving free school meals are socially disadvantaged, nor are all disadvantaged pupils necessarily registered for free school meals or pupil premium funding. Therefore, the Governors reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils identified as being socially disadvantaged, including those receiving social services support.

### **Barriers to Educational Achievement for Disadvantaged Pupils**

Our analysis has identified several key barriers to educational achievement faced by disadvantaged pupils at St. John's:

- A significant gap in attainment on entry to school between disadvantaged and non-disadvantaged pupils
- Speech and language difficulties that impact progress
- Lack of aspiration and engagement, affecting concentration and task persistence
- Attendance concerns that limit access to learning opportunities
- Fewer life experiences and cultural reference points than non-disadvantaged peers, affecting background knowledge in broader curriculum lessons
- Unable to make the connection between learning in different subjects

### **Attendance and Engagement**

Our attendance data shows that some disadvantaged pupils have higher rates of persistent absenteeism compared to their non-disadvantaged peers, limiting their ability to access all learning opportunities.

### **Objectives**

Our ultimate objectives are:

- To continue narrowing the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to make or exceed nationally expected progress rates
- To support pupils' health and well-being, ensuring they can access learning at an appropriate level

### **How We Aim to Achieve These Objectives**

We will achieve our objectives by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils by making necessary adaptations.
- Providing appropriate support for vulnerable groups, including socially disadvantaged pupils, by thoroughly assessing and addressing their needs
- Recognising that not all pupils receiving free school meals are socially disadvantaged and allocating resources accordingly based on needs analysis

### **Key Strategies**

To support these objectives, the Governors will implement a range of provisions, including but not limited to:

- Ensuring all teaching is good or better, so that all pupils benefit from high-quality instruction
- Allocating a Level 3 Teaching Assistant to different year groups to provide small-group interventions targeting learning gaps
- Providing 1:1 support where appropriate
- Offering additional teaching and learning opportunities through a highly qualified HLTA in upper Key Stage 2
- Using Pupil Premium resources to help disadvantaged pupils achieve age-related expectations, including those who are high-achieving
- Supporting educational visits, activities, and residential trips to provide first-hand learning experiences
- Prioritising the mental health and well-being of pupils, ensuring they are equipped to focus on their learning
- Providing homework clubs to consolidate learning
- Inclusion lead and Head of school supporting in class with teaching groups.

By ensuring that all disadvantaged pupils leave St. John's as fluent, confident readers with improved vocabulary and reasoning skills, we are committed to increasing their life chances and narrowing the achievement gap.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Significant gap in pupil attainment on entry to school when comparing PP pupils and those not in that group.

2	A high number of pupils starting in Reception class have difficulties with speech and language, impacting their progress.
3	An increase of pupils diagnosed with a specific learning need - SEN
4	Pupil attendance requires close monitoring to ensure that children are in school and can access all learning opportunities.

## 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
<b>Improved Academic Achievement for Disadvantaged Pupils</b>	Through precise tracking and monitoring, disadvantaged pupils will achieve in line with the performance of their non-disadvantaged peers. Focusing on quality first teaching and targeted interventions will support efforts to 'close the gap.'
<b>Oracy, Phonics, and Vocabulary Development</b>	<p>Disadvantaged pupils will make progress in oracy, phonics, and vocabulary acquisition. Individual end-of-year targets are both challenging and ambitious, with regular interventions and support from the school's speech and language therapist and SENCO.</p> <p>Assessments will identify pupils with gaps in their phonics knowledge upon entry. Immediate action is taken to address these gaps through timely and targeted interventions using the graduated approach. Reading lessons are tailored to each child's stage of development, focusing on building fluency and comprehension.</p> <p>Reading for pleasure is integrated into daily school life. All pupils are read to daily, are encouraged to discuss their reading—pupils, parents and teachers to make recommendations to the class.</p> <p>Disadvantaged pupils will feel confident reading across the curriculum, independently building their knowledge of the world through reading.</p>
<b>Support for Pupils with SEND</b>	<p>Continued support is provided for pupils diagnosed with SEND or those concerned about potential SEND.</p> <p>Teachers becoming expert in supporting children with SEND.</p>

	<p>Pupils will make consistent progress through quality first teaching in the classroom, with access to external professionals for additional support where possible and necessary.</p> <p>Small group interventions will be available throughout the year to ensure pupils receive focused attention.</p>
<p><b>Attendance Improvement for Pupil Premium Children</b></p>	<p>Efforts will be made to improve attendance among disadvantaged pupils so that it aligns with their peers. This will be achieved through family support, including termly review meetings.</p> <p>Where possible, breakfast club provision will be offered to support attendance.</p> <p>A reduction in the number of persistently absent (PA) pupil premium children will be a key goal.</p> <p>Where possible, breakfast club provision will be offered to support attendance.</p> <p>Reducing the number of persistently absent (PA) pupil premium children will be a key goal.</p>

## 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher Level Teaching Assistants (HLTA) employed to support the delivery of quality first teaching with identified groups of children and whole classes	EEF – Effective professional development recommendations	1,2,3

CPD for all staff in Teaching Systematic Synthetic Phonics and early reading	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. DfE – The Reading Framework	1,2,3
CPD for all staff on Pre-teaching Vocabulary, Word Aware, Lego Therapy, Colourful Semantics, Time to Talk, Language for Thinking and nesy.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,2,3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA TA	EEF – Effective professional development recommendations	1,2,3
Tuition by SLT	EEF – Effective professional development recommendations	1,2,3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
CAMHs Clinician	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	1,2,3,4

	and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	
School's well being service	DfE – Review of best practice in parental engagement	1,2,,3,4
Meaningful Minds – School Counsellor Service	EEF (+4) Social and Emotional Learning	
Art Therapist	EEF (+4) Social and Emotional Learning	1,2,3
Breakfast Club Provision	DfE – Review of best practice in parental engagement	1,2,3,4
Additional Educational Psychologist Time	EEF (+4) Social and Emotional Learning	1,2,3,4

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

By continuing these focused strategies and monitoring progress closely, we are committed to helping our disadvantaged pupils achieve their full potential and close any existing gaps in attainment.

In the previous academic year, we implemented a strategic approach to support our disadvantaged pupils, and our focused interventions yielded measurable improvements across several areas. These successes demonstrate the effective use of Pupil Premium funding to drive meaningful, positive outcomes for our pupils.

#### **Performance Overview and Measurable Impact:**

- **Early Years (YR GLD):** Although the GLD for disadvantaged pupils was at 20%, strategic interventions in early literacy and numeracy have been initiated, laying essential foundations. Notably, this work has enabled some pupils to reach developmental milestones faster, setting them up for more robust progress in Year 1 and beyond.
- **Year 1 Phonics Screening:** Disadvantaged pupils achieved 43% in phonics screening, highlighting room for improvement, but those who participated in additional phonics support programs showed marked improvement in phonemic awareness and reading fluency. This targeted support increased engagement in reading, fostering a strong base for future learning.
- **Reading Attainment:** Disadvantaged pupils reached 63% at the expected level in reading, above the national average of 62% for similar pupils, and significantly, 25% reached a higher standard, surpassing the national average of 18%. These achievements underscore the success of our literacy interventions, which included dedicated reading groups, comprehension support, and increased access to high-quality reading materials. Pupils in these programs demonstrated not only improved reading accuracy but also enhanced comprehension skills.
- **Writing and Maths Attainment:** In writing, 75% of disadvantaged pupils achieved the expected level, exceeding the national average of 58% for similar groups. Pupils who participated in targeted writing workshops and received consistent feedback on their work showed strong gains, with many closing the gap with their non-disadvantaged peers. In maths, 75% also reached the expected level, with an impressive 25% achieving a higher standard, well above the national figure of 13% for disadvantaged pupils. Maths booster sessions, along with differentiated instruction, directly contributed to these gains, with pupils gaining confidence in problem-solving and critical thinking skills.

- **Combined Expected Level:** In the combined measure across core subjects, 63% of our disadvantaged pupils met the expected level, above the national average of 45% for disadvantaged groups. This result is a clear indicator of the overall effectiveness of our multi-faceted approach, with improved consistency in attainment reflecting positively across core areas.

**Addressing Barriers and Setting Future Priorities:** While the impact of these interventions has been significant, we continue to address barriers to consistent progress, including attendance challenges and limited home support. New initiatives, such as homework clubs, are designed to further support these areas and ensure disadvantaged pupils can fully engage in learning.

Looking forward, we aim to build on these successes by enhancing early intervention strategies, increasing the frequency and scope of personalised learning plans, and expanding teacher training to focus on adaptive teaching methods for disadvantaged pupils. This year, we also plan to broaden our mentoring programs to include more pupils and reinforce the positive academic and social outcomes observed.

Through these focused strategies and a commitment to rigorous monitoring, we remain dedicated to closing the attainment gap and providing equitable educational opportunities for all pupils.

	<i>N on Di s</i>	<i>Lo cal</i>	<i>Nat</i>	<i>D is</i>	<i>Lo cal</i>	<i>Nat</i>	<i>Over all</i>	<i>Lo cal</i>	<i>N at</i>
<i>YR GLD</i>	80	69	70	20	58	52	70	65	68
<i>Y1 Phonic Screen ing</i>	91	84	82	43	70	67	83	78	80
<i>Readin g expect ed level</i>	95	83	79	63	74	62	86	78	74
<i>Readin g higher standa rd</i>	60	44	33	25	26	18	50	34	28
<i>Writing expect</i>	90	83	77	75	69	58	85	75	72

<i>ed level</i>									
<i>Writing higher standard</i>	25	25	16	25	12	6	25	18	13
<i>Maths expected level</i>	90	84	79	75	71	59	86	77	73
<i>Maths higher level</i>	60	40	29	25	20	13	50	30	24
<i>Combined expected level</i>	85	75	70	63	60	45	79	67	61
<i>Combined higher standard</i>	20	17	10	25	6	3	21	11	8

## 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

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.