

# Pupil Premium Strategy Statement 2022/2023



## St John's and St Peter's Church of England Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 and St Peter's Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Board of Trustees
Pupil Premium Lead	Nilam Hullait
Governor / Trustee Lead	Sarah Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,285
Recovery premium funding allocation this academic year	£20,590
Recovery premium funding carry forward from last academic year	£6,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
School Led tutoring Grant	£12,636
<b>Total budget for this academic year</b>	<b>£235,411</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St John's & St Peter's CE Academy it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

In terms of impact on pupil outcomes, we have introduced research based instructional coaching which has a better evidence base than any other form of CPD. This coaching is proven to have the greatest impact on closing the gap for the disadvantaged pupils who require the most support. This will be supported through regular CPD, coaching and peer observations to ensure a consistent approach to quality first teaching.

The gap between disadvantaged and non-disadvantaged has always been evidenced but has widened since the pandemic. Our strategy is also integral to the national school's plan for educational recovery, notably in its targeted support through the national tutoring programme.

As 70% of our children are disadvantaged this pupil premium strategy addresses whole school issues as well as those specific to individual and smaller groups of disadvantaged children.

The ultimate objectives from the use of this strategy, is that our disadvantaged children will make as much and in some cases more progress than the non-disadvantaged. We hope to ensure that our children have the want to be aspirational and achieve well, both academically, socially, emotionally and want to become successful learners and good citizens. We also aspire to involve parents in the education of their children and enable them to support the ultimate objective.

There is a high quality of pastoral support from the Pastoral Lead in the school. She is currently studying for the Mental Health Lead course and the NPQ in Leading Behaviour & Culture which she will complete in November 2022 and March 2023 respectively. The Pastoral Lead also works with class teachers to ensure children's individual needs are met and the implementation of the new behaviour policy will ensure that there is a coherent and consistent approach to managing behaviour across the school.

Our approach will be responsive to common challenges and individual needs, rooted in our improved assessment strategies, not just assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve to their potential.

To ensure that our approaches are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they achieve.

## Challenges

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

Challenge number	Detail of Challenge
1	Under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than non-disadvantaged pupils.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with reading than non-disadvantaged pupils.
3	Key Stage 1 and Key Stage 2 data shows that children who are SEND and working in the bottom 20%, who are also disadvantaged, do less well than their peers in all areas.
4	Social, emotional and mental health needs including adverse childhood experiences, low self-esteem, anxiety and behavioural needs of disadvantaged pupils impacts on their learning.
5	Narrow range of opportunities outside school; some low-income families find it difficult to afford extra enrichment activities or provide electronic devices (to access home learning).

## Intended Outcomes

Intended Outcome		Success Criteria
<b>Priority 1</b>	Improve oral language skills and vocabulary gaps among many disadvantaged pupils which will improve attainment in reading.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, monitoring of teaching and learning and on-going formative assessments. Reading outcomes at the end of Key Stage 2 will be in line with the national average disadvantaged pupils.
<b>Priority 2</b>	Improve Reading for Key Stage 1 and Key Stage 2 for the disadvantaged pupils	Outcomes for reading amongst disadvantaged pupils In Key Stage 1 and Key Stage 2 are close to or in-line with national average for reading.
<b>Priority 3</b>	Key Stage 1 and Key Stage 2 data shows that children with SEND and working in the bottom 20% and are also disadvantaged, do less well than their peers in all areas.	Outcomes for disadvantaged SEND and disadvantaged pupils working in the bottom 20% show improved progress The gap between these two groups will be narrowed compared to their comparable non-disadvantaged groups.

<b>Priority 3</b>	To achieve and sustain improved behaviour and well-being for all pupils in our school, particularly our disadvantaged pupils, through a clear and consistent behaviour policy across the school.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Behaviour strategies are consistent across the school and parents and external agencies are working closely with the school to ensure that effective strategies are in place to support all pupils from all backgrounds.</li> </ul>
<b>Priority 4</b>	All disadvantaged pupils to be given the skills to access the main and wider curriculum, ensuring their pastoral needs are met alongside enrichment activities to build the same cultural capital as their non disadvantaged peers.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils have equitable access to the curriculum and for some pupils, this means additional enrichment support.</li> <li>• Disadvantaged pupils feel valued and have a voice to communicate what they need. Pupil Premium children access clubs, sometimes with additional support.</li> <li>• The school reviews the wider curriculum offered regularly to ensure that Pupil Premium children have opportunities within their interests.</li> <li>• School staff have a good understanding of their disadvantaged pupils, in their context.</li> </ul>

## 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: £192,511**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop quality first teaching through ongoing CPD. Instructional coaching, will impact positively on staff morale as well as the quality of teaching and learning.	Tom Sherrington – Walkthru’s <i>Instructional coaching - EEF – Education Week.</i> <i>Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli</i> A research based professional development to establish consistency across the school. Shared understanding and language around teaching and learning which is linked to a tiered approach to managing behaviour and therefore improving pupil outcomes.	1, 2, 3
Develop a structured approach to the teaching of vocabulary in all curriculum	Develop a structured approach to the teaching of vocabulary in all curriculum areas There is evidence that the explicit teaching of vocabulary has a positive impact	1, 2, 3

areas There is evidence that the explicit teaching of vocabulary has a positive impact on pupil progress. (educationendowmentfoundation.org.uk)	on pupil progress. (educationendowmentfoundation.org.uk)	
To employ full-time Higher-Level Teaching Assistants and Teaching Assistant's.	Education Endowment fund claims that targeting small group interventions results in 3 months additional progress on average. HLTA's and TA's will provide opportunities to work with small groups / individuals on targeted interventions. The teachers need to closely monitor the progress of all pupils and particularly disadvantaged pupils and provide suitable gap tasks /interventions. Regular sessions over a sustained period with consistent delivery are shown to be most effective when they meet a specific need.	1, 2,3, 4
To create a role for EAL Lead	EAL Lead to support students with the acquisition and development of English so they can fully access the curriculum.	1, 2, 3
Pastoral Care Manager	Pastoral support around behaviour and SEMH can improve children's overall wellbeing and ability to access learning once barriers have been removed. Research shows that good quality support and intervention can enable children to make progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/</a>	4, 5
Whole school implementation of Jigsaw – PSHE scheme	Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.	4, 5
Purchase books for the library and home reader books	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> In order to bridge the gap in vocabulary, we are purchasing sets of classic books and culturally significant books to increase their vocabulary and add cultural capital.  To ensure a language rich environment, words and language will be in play all the time. This will include discussion, conversation and having fun with words as well as having vocabulary displayed on what children have learnt so they understand the new vocabulary.  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1, 2, 3

Support for Early Years Foundation Stage from an experienced Early Years Practitioner as well CPD to enhance the environment, improve teaching and learning to ensure that children get the best start.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a> There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families. High-quality provision is likely to be characterised by positive, purposeful interactions between staff and children; activities that support children’s language development; the development of early number concepts, and self-regulation.	1, 2, 3
Further links between curriculum subjects and reading books, including the development the school library	Reading areas have a positive impact on pupil performance; they develop good reading habits; develop the concepts of reading for pleasure or research. (The Reading Framework, July 2021)	1, 2, 3
Pupil progress meetings will be held termly and there will be a key focus on identifying attainment and progress of the disadvantaged pupils.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> Pupil Progress meetings will include monitoring and provision of strategies and outcomes for disadvantaged pupils. Pupil’s learning gaps will be identified and those in risk of falling behind will be quickly identified so they are supported with targeted interventions. Small group tuition will be planned strategically across school through a rigorous monitoring of pupil’s attainment and progress data in pupil progress meetings.	1, 2, 3

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

**Budgeted cost: £43,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue with Nuffield Language Early Language Intervention (NELI).	The Nuffield Early Language Intervention is designed to improve the language skills of Reception pupils with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early year’s practitioner.	1, 2, 3
Speech and language interventions.	External support through speech and language interventions to target specific pupils and on-going speech and language interventions in class.	1, 2, 3
Targeted Phonics – focus on early reading and rigorous phonics.	EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Phonics approaches have been consistently found to be effective in supporting	1, 2, 3

<p>Direct phonics interventions for pupils in Key Stage 1 not on track to achieve expected standard will be provided targeted interventions.</p>	<p>younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</p> <p>'Little Wandle' will continue to provide consistency in the teaching of phonics across the school. All new staff will be trained on the new scheme</p>	
<p>Tutor's will deliver one-to-one/group targeted interventions with targeted pupils falling behind age related expectations identified through pupil progress meetings.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>Some pupils may require additional support alongside high-quality teaching to make good progress. The evidence indicates that small group and one to one intervention's can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable. Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes: Learning in one to one and small groups is carefully linked with classroom teaching. For 1:1 tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vulnerable children to be highlighted and supported through contact with the</p>	<p>EEF; Behaviour &amp; Intervention, Social &amp; Emotional Learning EEF Tiered approach – Wider Strategies</p>	<p>3</p>

<p>Educational Psychologist, School Nurse and other external agencies.</p>	<p>This approach has a positive impact, on average, of 4 months additional progress in academic activities over the course of the academic year. Toolkit focus primarily on academic outcomes, but it is important to consider other benefits of social and emotional interventions. Being able to manage emotions will be beneficial to children and young people.</p>	
<p>Implement new Behaviour Policy and develop an action plan with clear consistent strategies to support effective behaviour and pastoral support for Pupil Premium children.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p> <p>The EEF guidance report is designed to support senior leaders to make better-informed decisions about their behaviour strategies.</p> <p>This research focuses on three strategies:</p> <ul style="list-style-type: none"> <li>• Preventing misbehaviour happening.</li> <li>• How to deal with bad behaviour when it happens.</li> <li>• The importance of consistency and coherence when it comes to behaviour policies.</li> </ul>	<p>3</p>
<p>To ensure that the disadvantaged pupils are given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences</p>	<p>Education Endowment Trust Toolkit EEF Arts Participation (April 2018)</p> <p>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics, and science. Benefits have been found in primary schools, some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Provision of a range of initiatives to extend children’s experiences see</p> <p><a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a></p>	<p>4, 5</p>
<p>Pastoral Care Manager to commence on NPQ Leading Behaviour &amp; Culture course &amp; Mental Health Lead course to support pupils with behaviour including mental health and well-being resilience techniques and anger/anxiety management.</p> <p>Social emotional approaches embedded into quality first teaching</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additionally, they have an average overall impact of four months additional progress on attainment.</p> <p>Interventions which target social and emotional learning seek to improve pupils’ interactions with others and self-management of emotions, rather than the academic elements of learning. These interventions focus on the ways in which pupils work with their peers, teachers, family or community.</p>	<p>4, 5</p>



	<p>This will be a school level approach to developing a positive school ethos, which will also aim to support greater engagement in learning.</p> <p>Evidence suggests that children from disadvantaged backgrounds have on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment. Social and emotional interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	
<p>Pastoral Care Manager to ensure that parents are made aware of expected levels of attendance when they fall below 90%. Any child below 95% attendance to be monitored.</p>	<p>National research illustrates that children with lower attendance do not perform as well as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</p> <p>Children who are of an ongoing or increasing concern will be monitored and actions put in place to support their attendance, including support from relevant external agencies.</p>	4, 5
<p>Re-establishing the use of the library and introducing high quality texts.</p>	<p>The Reading Framework (July 2021) suggests children could be involved in returning books to a central library. Children will have access to good quality texts to read in class and books to take home to read.</p>	1, 2, 3
<p>All children are given the opportunity to participate in after school clubs which enhance and broaden the curriculum and their learning experiences.</p>	<p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a> - Nuffield Foundation Research – the value of after school clubs for disadvantaged pupils.</p> <p>Taking part in after school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</p>	4, 5

**Total budgeted cost: £238,911**

## Monitoring and Implementation

Area	Challenge	Mitigating Action
<b>Teaching</b>	<ul style="list-style-type: none"> <li>Staff embedding the quality first teaching CPD into daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>SMT to plan for effective CPD for all staff to ensure Quality first Teaching is embedded across the school.</li> <li>Allowing staff time to plan for the curriculum to ensure that it is engaging and reflects the context of the school as well as the interests of the pupils.</li> </ul>
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>Previous interventions and skills are revisited by supports staff and class teachers to ensure provision of whole class and small group interventions are effective and impactful. Assessment of learning needs are ongoing and acted on promptly.</li> <li>Staff having time to plan for focussed interventions and groups.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to plan for effective and manageable interventions that have real impact to pupil outcomes.</li> <li>Further time invested in CPD to ensure pupils' learning needs are met.</li> </ul>
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>Ensuring all staff have consistent approaches with dealing with negative behaviour.</li> <li>Engaging parents and families.</li> </ul>	<ul style="list-style-type: none"> <li>Planned time for all staff, including support and lunchtime staff to ensure consistent implementation of behaviour policy, understanding of positive behaviour strategies and pastoral support, including time to review and discuss.</li> <li>Pastoral Care Manager works directly with target children/families.</li> </ul>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Gaps between the non-disadvantaged and the disadvantaged have grown and our assessment of the reasons for these outcomes points primarily to COVID-impact. As evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The COVID catch-up funding was directed at tuition for pupils who needed to catch-up who had fallen behind in their learning. With intense targeted tuition across KS1 and Year 6, pupils made good progress and attainment overall was good.

We targeted out additional Pupil premium funding on extra staffing and extra interventions. Extra phonics interventions in KS1 have resulted in good outcomes for the phonics check in Year 1. We will continue with the new Phonics scheme this year and continue to train and develop staff in catch up phonics interventions.

We introduced the Instructional Walkthrus CPD in early January 2022, but due to capacity we were unable to take the full opportunity to deliver this programme to its full affect. We now have the Lead Practitioner out of class this year to support with teaching and learning, coaching will be an integral part to our staff development to ensure that there is good quality teaching across the school which will raise standards in attainment for our disadvantaged pupils.

We want to continue to build on the strengths from last year and will invest and develop strategies to ensure that disadvantaged pupils have access to good quality interventions and support in place to ensure that the gap between these pupils and the non-disadvantaged has narrowed.

### Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team
Jigsaw	Jigsaw