

Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	St. John with St. Michael CE primary
Pupils in school	114
Proportion of disadvantaged pupils	30%
Pupil Premium allocation this academic year	£40165
Academic year or years covered by statement	2023-24
Publish date	1 st September 2023
Review date	1 st September 2024
Statement authorised by	Steven Rooney
Pupil premium lead	Steven Rooney
Governor lead	Graham Donnan

Strategy aims for disadvantaged pupils September 2023-July 2024

Measure	Activity
Priority 1: Reading and Language skills.	<ul style="list-style-type: none"> ➤ To provide all disadvantaged pupils in EYFS and KS1 where necessary with Fast Track Tutoring to ensure they close the gap in phonics. ➤ To train our apprentice TAs in Read Write Inc Phonics and FFT. ➤ To monitor home reading through the Go Read app and to provide daily reading opportunities for disadvantage pupils who are not access reading at home. ➤ Ensure disadvantage pupils in KS2 are progressing well through Accelerated Reader by changing books regularly. ➤ To purchase new books in December (2023) as Christmas gifts for disadvantage pupils, so that each child owns their own book and has literature in their household. ➤ To provide opportunities for children in upper KS2 to attend after school additional tuition sessions for 1 hours per week, focussed on developing reading skills. ➤ EYFS Apprentice TA to be trained to deliver the NELI Speech and Language across EYFS. All disadvantage pupils in EYFS to access Speech and Language interventions. ➤ To engage with the Trust English Learning Community to collaborate and share best practice.

Priority 2: Writing	<ul style="list-style-type: none"> ➤ To provide all disadvantaged pupils in KS1, where necessary, with additional tuition to develop writing skills and handwriting practice to ensure they close the gap in learning. ➤ To provide disadvantaged pupils in KS2, where necessary, with additional writing opportunities across the curriculum and to provide interventions to develop key SPAG skills. ➤ To provide opportunities for children in upper KS2 to attend after school additional tuition sessions for 1 hours per week, focussed on developing writing skills. ➤ To engage with the Trust English Learning Community to collaborate and share best practice.
Priority 3: Maths	<ul style="list-style-type: none"> ➤ To provide all disadvantaged pupils in KS1, where necessary, with additional tuition to develop number skills through the Mastering Numbers intervention to ensure they close the gap in learning. ➤ To provide disadvantaged pupils in KS2 where necessary with additional maths tuition to develop number skills. ➤ To engage with the Trust Maths Learning Community to collaborate and share best practice.
Projected spending	<p>£32,665 contribution from PP grant towards TA salaries across the school to support PP pupils in lessons, and to provide targeted interventions to promote progress.</p> <p>£500 contribution from PP grant towards purchasing books for disadvantage pupils so that every child owns their own book and has literature in their house.</p>

Teaching priorities for current academic year 23-24

Aim	Action / Target / Desired Outcomes	Target date
<p>Progress in Reading, Writing and Maths – those children who have fallen behind make accelerated progress and keep up with their peers or exceed prior attainment standards.</p>	<p>All disadvantaged children make expected progress (eg. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results.</p> <p>Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading (phonics and comprehension skills), spelling, handwriting and mental and written arithmetic.</p> <p>- Support staff and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.</p> <p>Every child receives teaching which is no less than good in every classroom every day.</p>	<p>July 24</p>

	To sustain a reading culture that ensures all pupils read regularly and develop a love of books.	
Progress in reading/language skills	<p>EEF – Improving CLL in early years – prioritise the development of communication and language</p> <p>EEF – improving literacy in KS1 – develop pupils’ speaking and listening skills and wider understanding of language – activities which extend pupils’ spoken/receptive language</p> <p>EEF – Improving literacy in KS2 – activities that extend pupils’ expressive and receptive vocabulary – collaborative learning activities where pupils can share their thought processes...pupils articulating their ideas verbally before they start writing.</p> <p>Engagement in NELI – Nuffield language programme</p> <p>Teacher and TA intervention for reading to be consistent across the whole school.</p> <p>Access to pre-teaching of reading skills and exposure to texts.</p>	

Targeted academic support for current academic year (phonics) 23-24

Measure	Activity
Progress in reading	<p>Pupils will have daily opportunities to rehearse, practice and consolidate key skills in reading (phonics and comprehension skills).</p> <p>Ensure children at risk of falling behind receive targeted high-quality intervention monitored by Reading Lead and Trust Champion. Daily FTT for identified pupils including PP/ disadvantaged and all those who require additional support.</p> <p>Pupils read regularly and have access to high quality books for personal and guided reading.</p>
Progress in reading/language skills	<p>Engagement in NELI – Nuffield language programme</p> <p>EEF – Improving CLL in early years – prioritise the development of communication and language</p>
Phonics	Achieve national average expected standard in PSC
Projected spending	£32,665 contribution from PP grant towards TA salaries across the school to support PP pupils in lessons, and to provide targeted interventions to promote progress.

Wider strategies for current academic year 23-24

Measure	Activity
Progress in attendance Refer to www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Deployment of admin/pastoral staff to support families to improve attendance and eradicate persistent absenteeism To further improve attendance rate of disadvantaged pupils Funding to offer incentives for high attendance pupils Monitoring of attendance brings about an increase in PP attendance and a decrease in PA
Support for school visits and experiences.	Contribution towards experiences and school visits to ensure activities are affordable for disadvantaged pupils.
Support for school uniform.	Contributions towards the cost of school uniform to ensure uniform items are affordable for disadvantaged pupils.
Musical instrument tuition.	Contribution toward to cost of instrument tuition so that all disadvantage pupils have the opportunity to learn to play an instrument.
Projected spending	£3000 contribution from PP grant towards subsidising school trips for PP pupils. £2000 contribution from PP grant towards subsidising school uniform. £2000 contribution from PP grant towards subsidising instrument tuition.

Monitoring and Implementation 23-24

Area	Challenge	Mitigating action
Teaching	Ensure effective CPD is in place for all staff including any new staff.	Use of inset days / TRUST Learning Communities Senior leaders to provide any additional release time/cover
Targeted support	RWI FTT	Reading lead to work with Trust Champion on RWI action plan. Coaching and next steps identified.
Wider strategies	Engaging families facing the most challenges	Working closely with Trust / LA in providing outreach programmes / networks

Review: last year's aims and outcomes 2022-23

Aim	Outcome
Progress in Reading and Writing	<p>Disadvantage pupils have made progress from their baseline assessments.</p> <p>Fast Track Tutoring has made a strong impact in ensuring disadvantaged pupils close the gap in learning.</p> <p>100% of pupil passed their Phonics Screening Check in Year 1.</p>
Progress in Mathematics	<p>Since introducing our new mastery approach to teaching mathematics, disadvantaged pupils have made stronger progress from their baseline assessments. More time is now needed to fully embedded strategies so that that we can measure the impact of this new approach.</p> <p>Key Stage 1 and 2 attainment and progress continues to improve.</p>
Wider Strategies	<p>Disadvantaged families benefitted from a subsidised contribution from school trips.</p> <p>Disadvantaged families also benefitted from a subsidised contribution towards the cost of school uniform.</p>