

Pupil premium strategy statement

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's First School
Number of pupils in school:	74
Proportion (%) of pupil premium eligible pupils:	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year
Date this statement was published:	September 2021
Date on which it will be reviewed:	Spring 2022
Statement authorised by:	Emma Challiner
Pupil premium lead:	Emma Challiner
Governor / Trustee lead:	Simon Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,027.92
Recovery premium funding allocation this academic year	£2,317.50
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	£18,345.42

Part A: Pupil premium strategy plan

Statement of intent: To raise the attainment and attitude to learning for children in receipt of Pupil premium in the areas where they are making less progress than their peers.

Challenges:

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

Challenge number	Detail of challenge
1	Poor spoken language
2	Poor phonic skills and decoding
3	Lack of social skills and experiences beyond their homes.
4	Low attendance, below 90%

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
To be able to speak in full and detailed sentences using the correct grammar	To speak accurately using a wide variety of vocabulary
To be able to sound out words accurately using a variety of phonic techniques	To be able to independently access the curriculum
To be able to write and speak creatively and demonstrate empathy	To write or speak fluently, using a wide variety of vocabulary and understand how to be caring in their world in a rich environment
All children have a high attendance	All children have an attendance of 95% or above

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: £8,345.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use TAs in the classrooms to help with interventions	TAs can help identify the children during whole class teaching and can take small groups out to help boost their understanding, as well as having quality first teaching. 100% of children pass the phonic screening by the end of year 2	1, 2, 3
Daily phonic sessions	Daily practise helps children to gain sticky knowledge	1, 2, 3

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use phonics tracker to identify the needs of the children	The children's specific needs will be identified and grouped accordingly	2
To create an intervention group specifically for phonics using tutors/TAs	Small groups will have specific teaching of phonics to boost the children giving them more confidence and independence during their lessons, enabling them to access the curriculum.	1, 2, 3

Intervention breakfast club for the lower 20% of readers	Daily activities help support the lower readers Using the Nessy program	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund educational visits for PP children including a residential trip in Year 4	Children to have the experiences that their peers are having Internal evaluations and monitoring	All pupil premium children
Enable every PP child to attend an extracurricular club	Children to widen experiences and participate in physical activity EEF – physical activity - +1 month	All pupil premium children
Purchase support from VIP education for addressing attendance issues	Attendance has a direct correlation to attainment.	PP children who have low attendance or punctuality.

Total budgeted cost: £18,345.42

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 2020 to 2021 academic year.

Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To be able to speak in full and detailed sentences	To use TAs in the classrooms to help with interventions	Unfortunately, due to lockdown, children dipped in the spring term. However, PP children, began to make good progress during the summer term, unfortunately not in all areas.	PP children will all be tracked early on each term so personal plans can be put in place. Nesy will be introduced to those children who struggle with the teaching of phonics. This can be done on a daily basis.	£11,605
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

To be able to write and speak creatively and demonstrate empathy	To help support parents with the cost of extra curriculum and encourage the children to take part in after school clubs.	Unfortunately, due to lockdown, children did not have the same experiences in school as we had to adhere to lockdown restrictions. Therefore, teachers had to be creative in their teaching and use their own talents, instead of going on visits.	Teachers were extremely creative and made the curriculum real for the children. This is something we will definitely bring forward this year.	£500
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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
Phonics tracker	
Bug club	Active Learn
TT rock stars	Maths Circle