



## St John the Baptist CE Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 the Baptist CE Primary School
Number of pupils in school	214
Number and % of pupil premium eligible pupils	41 19%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Nov 2024
Date on which it will be reviewed	January 25 April 25 July 25
Statement authorised by	Gemma Elsworthy (Headteacher)
Pupil premium lead	Alison Reilly
Governor lead	Sonia Crabb

Strategy group	Gemma Elsworthy (Headteacher) Louise Rockell (Assistant Headteacher) Alison Reilly (Assistant Headteacher)
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63080
<b>Total budget for this academic year</b>	£63080

## Part A: Pupil premium strategy plan

### Statement of intent

We strive for everyone in our community children, parents, staff, our church family and governors to:

Show compassion for each other and themselves

Have the courage to aim high in everything we do

Approach life creatively building things up to help everyone achieve endless possibilities.

We believe that the primary years should be full of joy, laughter and inspirational learning in a safe and supportive school. We are an attachment aware school, proud to use emotion coaching and restorative approaches to help children to develop the skills they need to get on with others and be kind to themselves. Everything that we do at St John the Baptist Church of England Primary School is based on our Christian values.

Children thrive with supportive adults modelling the values and behaviours we wish for our children - everybody at St John's is a learner and every individual can learn something new every day. We believe that all children have the capacity to learn and to grow in their learning. They learn best through play, first-hand experiences and learning based on real life contexts. All members of our school are given the support and challenge they need across a broad, rich curriculum to discover and develop their unique attributes as learners and to embed our values in their lives. Children of all ages can be confident, independent learners, evaluating their learning, taking on board feedback to improve and wanting to do their best. We call this REACH learning - Resilient, Enthusiastic, Ambitious, Creative and Hands on.

Parents, carers and our wider community, including our church family, are welcomed into the learning adventure of our children.

## **Our building blocks for tackling educational disadvantage:**

### **Whole-school ethos of attainment for all.**

- There is a culture of high expectations for all, amongst children and staff.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard and support provided for those that need it.
- Leaders, teachers and other adults understand their role within the school's strategy.

### **Addressing behaviour and attendance**

- A strong emphasis is placed on developing positive behaviours for learning in all of the curriculum.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

### **High quality teaching for all**

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Disadvantaged and vulnerable children are the first port of call for formative feedback within class.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation of emotions.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement through monitoring cycles.

### **Meeting individual learning needs**

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented in all year groups.

### **Data-driven**

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.
- Children are monitored for all of their data sets to ensure that the children are successful in all areas of the curriculum.

### **Clear, responsive leadership**

- A Strategy Group, which includes the HT, AHT and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest with next steps identified.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

### Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment with a close eye on the progress throughout their school life.

**These aspects are monitored and reviewed by the strategy group.**

## Challenges

Challenge number	Detail of challenge to achievement we have identified among our disadvantaged pupils
1	Ensuring that all PP children make good progress, and therefore attain in line with non-disadvantaged peers, particularly related to speech, understanding, phonics and reading in the first three years in school.
2	Maintaining positive links with parents, ensuring all parents are equipped with the skills to support home learning.
3	Improving attendance for the disadvantaged children who have been persistently absent over the past 12 months.
4	A proportion of SEND/ disadvantaged children with lower prior attainment compared to their non SEND peers.
5	Ensuring children are emotionally ready to learn when their home life can be unsettling or affected by previous experiences.

## 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
All disadvantaged children who do not also have SEND, attain in line with their non disadvantaged peers nationally in reading, writing and Maths.	GLD of disadvantaged children will be in line with non- disadvantaged peers.

<p>Challenge 1 and 4</p>	<p>Phonics screening achievement of disadvantaged children will be in line with non-disadvantaged peers.</p> <p>Times tables check achievement of disadvantaged children will be in line with non-disadvantaged peers.</p> <p>Y6 SATS achievement of disadvantaged children will be in line with non-disadvantaged peers.</p>
<p>All disadvantaged children with SEND have their needs assessed and receive targeted support in order to make progress from their starting points</p> <p>Challenge 1 and 4</p>	<p>Pupil progress measures</p> <p>Individual support plans are in place and being used, adapted and monitored</p>
<p>Fewer disadvantaged children will be persistently absent and the gap between attendance overall for disadvantaged and non-disadvantaged will reduce.</p> <p>Challenge 3</p>	<p>The % of disadvantaged children with PA will be in line with that of their non-disadvantaged peers</p> <p>The gap of 1.62% in overall attendance will be further reduced.</p>
<p>Children are emotionally ready to learn and are supported to overcome emotional barriers to learning.</p> <p>Challenge 5</p>	<p>Reduced number of incidents requiring SLT support in class/playtime</p> <p>Reduced number of exclusions and internal exclusions</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24 )** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and training of staff from SLT members in regard to supporting their vulnerable children, developing quality teaching and promoting positive relationships with those children. A particular focus on ECT.	Coaching for Teachers: What school leaders need to consider. <a href="https://blog.irisconnect.com/uk/coaching-for-teachers">https://blog.irisconnect.com/uk/coaching-for-teachers</a> Coaching for schools <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</a>	1, 2, 4 ,5
Pupil progress meetings, termly including assessment in Maths and English to support forensic analysis of learning gaps and target setting.  Specific disadvantage children pupil progress meetings.	Pupil Progress Meetings in Action <a href="https://boltonlearningtogether.org.uk/wp-content/uploads/2018/04/2018-Pupil-Progress-Meetings-in-Action.pdf">https://boltonlearningtogether.org.uk/wp-content/uploads/2018/04/2018-Pupil-Progress-Meetings-in-Action.pdf</a> EEF Leadership <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership">https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</a> EEF Assessment	1,4

	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	
<p>Further develop maths mastery approach; pupils become more fluent, resilient and independently solve problems.</p> <p>HIAS training and HIAS consultant time with Maths leader, Maths leader time and attendance at core provision.</p>	<p>A Knowledge-Led Curriculum: Pitfalls and Possibilities  <a href="https://impact.chartered.college/article/a-knowledge-led-curriculum-pitfalls-possibilities/">https://impact.chartered.college/article/a-knowledge-led-curriculum-pitfalls-possibilities/</a>  Mastery Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,4, 5
<p>Develop reading and writing fluency and stamina - A focus from English lead on handwriting and fluency in reading.</p> <p>Attendance at core provision, time out of class for leadership of English.</p> <p>English consultant to support English lead to raise standards in reading and writing across the school.</p>	<p>Improving Literacy in Key Stage 2  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Improving Literacy in Key Stage 1  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1,4, 5
<p>Wellbeing policy and action plan implemented by wellbeing lead in order to ensure retention of staff</p>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937601/Wellbeing-literature-review_final18052020_ap.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937601/Wellbeing-literature-review_final18052020_ap.pdf</a>	1
<p>Implementing new vision and values to be aligned with current context of needs</p>	<p>EEF Leadership  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership">https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</a></p>	1,2,3,4,5

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

Budgeted cost: £28656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching from LSA coach to support LSA's</p> <p>Weekly training for LSAs to ensure they are up to date with academic actions across the school, including maths training</p>	<p>Coaching: What school leaders need to consider.</p> <p><a href="https://blog.irisconnect.com/uk/coaching-for-teachers">https://blog.irisconnect.com/uk/coaching-for-teachers</a></p> <p>Coaching for schools</p> <p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</a></p>	<p>1,4</p>
<p>NELI programme for Speech and Language development delivered to children in year R,1,2 and 3 with disadvantaged children prioritised</p>	<p><a href="https://www.nuffieldfoundation.org/news/every-state-school-offered-nuffield-early-language-intervention">https://www.nuffieldfoundation.org/news/every-state-school-offered-nuffield-early-language-intervention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a></p>	<p>1,4</p>
<p>Homework and additional reading support for disadvantaged children via lunchtime and after school clubs</p>	<p>Great Teaching Techniques: Homework</p> <p><a href="https://my.chartered.college/2019/05/great-teaching-techniques-homework/">https://my.chartered.college/2019/05/great-teaching-techniques-homework/</a></p>	<p>1,2, 4, 5</p>
<p>Library assistant post filled to ensure that all classes have a quality library visit each week and develop a love of reading, librarian focus on children who are disadvantaged to ensure they have a book in school to read every week</p>	<p>School Libraries: A plan for improvement</p> <p><a href="https://cdn.literacytrust.org.uk/media/documents/2010_01_01_free_other_-_school_libraries_a_plan_for_improvement.pdf.pdf">https://cdn.literacytrust.org.uk/media/documents/2010_01_01_free_other_-_school_libraries_a_plan_for_improvement.pdf.pdf</a></p> <p>School Libraries: The big picture</p>	<p>1,2,4,5</p>



	<a href="https://www.sla.org.uk/article/alison-tarrant/school-libraries-the-big-picture-and-the-all-important-details">https://www.sla.org.uk/article/alison-tarrant/school-libraries-the-big-picture-and-the-all-important-details</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,656

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discounted access to trips, residentials and extra-curricular activities - free club places for disadvantaged children (1 per club)	Arts Participation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> What does Ofsted Mean by Cultural Capital <a href="https://www.tes.com/news/what-does-ofsted-mean-cultural-capital">https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</a>	2,3
Thrive approach to be rolled out across the school starting with y3/4 this academic year including Thrive Practitioner full time	<a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>	1,5
Coaching and training of staff from SLT members in regard to using Trickbox, restorative approach and behaviour policy	Coaching for Teachers: What school leaders need to consider. <a href="https://blog.irisconnect.com/uk/coaching-for-teachers">https://blog.irisconnect.com/uk/coaching-for-teachers</a> Coaching for schools <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</a>	1, 2, 4 ,5

Lunch clubs for identified children carried out by two members of staff for all year groups	Social and Emotional Learning <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>	3,5
Monitoring and support from the safeguarding and attendance lead, ensuring children attend school on time	Improving school attendance <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  How schools are managing attendance effectively <a href="https://teaching.blog.gov.uk/2021/12/10/how-schools-are-managing-attendance-effectively/">https://teaching.blog.gov.uk/2021/12/10/how-schools-are-managing-attendance-effectively/</a>	3,4,5
Parenting support signposting for emotional, medical and education needs and accessing bespoke support for individual children's needs	Aspiration Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	2,3,5
Learning Focused Parent Workshops at school - help your child with...including phonics, handwriting and maths	Supporting the Home Learning Environment <a href="https://my.chartered.college/2020/03/supporting-the-home-learning-environment/">https://my.chartered.college/2020/03/supporting-the-home-learning-environment/</a>  Supporting parental engagement through workshops <a href="https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops">https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops</a>	1,2,3, 4, 5
Transition support for families into year R and Year 7	<a href="https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment">https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment</a>	2,5
Afternoon provision for individual children's needs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,3,4,5

Total budgeted cost: £63080

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

### Pupil premium strategy outcomes 2023-24

Intended outcome	Success criteria	
All disadvantaged children who do not also have SEND, attain in line with their non disadvantaged peers nationally in reading, writing and Maths.  Challenge 1 and 4	GLD of disadvantaged children will be in line with non- disadvantaged peers.  Phonics screening achievement of disadvantaged children will be in line with non-disadvantaged peers.  Times tables check achievement of disadvantaged children will be in line with non-disadvantaged peers.  Y6 SATS achievement of disadvantaged children will be in line with non-disadvantaged peers.	<b>Data of disadvantaged, not SEND 2024:</b>  <b>(EOKS2) Year 6 children for last year: 3 children are non SEND disadvantaged</b>  <b>Reading: 33% disadvantaged, non SEND achieved ARE</b>  <b>compared to 88% for non disadvantaged, non SEND</b>  <b>Writing: 67% disadvantaged, non SEND achieved ARE</b>  <b>compared to 85% for non disadvantaged, non SEND</b>

**Maths: 67%**  
**disadvantaged, non SEND**  
**achieved ARE**

**compared to 82% for non**  
**disadvantaged, non SEND**

**RWM: 0% disadvantaged,**  
**non SEND achieved ARE**

**compared to 72% for non**  
**disadvantaged, non SEND**

**MTC Year 4**

**Disadvantaged, no SEND**

**25% (1 of 4) scored over**  
**16. None scored over 21.**

**Not disadvantaged, not**  
**SEND - 78% scored over**  
**16 and 39% scored over**  
**21.**

**Phonics screening for**  
**Year 1**

**disadvantaged non SEND**  
**100% passed**

**non disadvantaged 81%**  
**passed**

**GLD for Year R 2024**

		<p><b>Disadvantaged = 80%</b></p> <p><b>Non disadvantaged =72 %</b></p>
<p>All disadvantaged children with SEND have their needs assessed and receive targeted support in order to make progress from their starting points</p> <p>Challenge 1 and 4</p>	<p>Pupil progress measures Individual support plans are in place and being used, adapted and monitored</p>	<p>Children identified on the SEND register as needed.</p>
<p>Fewer disadvantaged children will be persistently absent and the gap between attendance overall for disadvantaged and non disadvantaged will reduce.</p> <p>Challenge 3</p>	<p>The % of disadvantaged children with PA will be in line with that of their non disadvantaged peers</p> <p>The gap of 1.62% in overall attendance will be further reduced.</p>	<p>18% of our FSM6 children were PA, compared to 29% nationally. This compares to 10% of our non FSM6 children, so our FSM6 children have 8% more of them PA compared to our non FSM6 children.</p> <p>In 23-24, FSM6 children attendance was 93.5%, and not FSM6 was 95.5%. The overall attendance gap therefore grew to 2%.</p>
<p>Children are emotionally ready to learn and are supported to overcome emotional barriers to learning.</p>	<p>Reduced number of incidents requiring SLT support in class/playtime</p> <p>Reduced number of exclusions and internal exclusions</p>	<p>Reduced number of exclusions across the year 7 in total.</p>

## 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*

Further information (optional)

We will continue to run a strategy group that reviews progress towards our targets throughout the academic year. The group will meet once per term and use the key aspects below to frame reviews of actions taken.

- ***Whole-school ethos of attainment for all***
- ***Addressing behaviour and attendance***
- ***High quality teaching for all***
- ***Meeting individual learning needs***
- ***Data-driven***
- ***Clear, responsive leadership***
- ***Deploying staff effectively***

## Progress Review - January

Challenge number	Detail of progress towards overcoming challenge

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## Progress Review - July

Challenge number	Detail of progress towards overcoming challenge
1	
2	
3	
4	
5	