# Pupil premium strategy statement

## This statement details our school’s use of pupil premium 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 Green Primary |
| Number of pupils in school | 628 |
| Proportion (%) of pupil premium eligible pupils | **21.7 %** |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | Simon Billings  Headteacher |
| Pupil premium lead | Hannah Minshall  Rhianna Mitchell |
| Governor Lead | Nicola Roberts  Vice Chair |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £194,405.00. |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £8,750.00. |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our intent is for disadvantaged pupils to leave our school with the same opportunities as their non-disadvantaged peers. We want to cultivate a love of learning by working with pupils and their family on small steps of success.  Disadvantaged pupils should be able to make at least good progress through targeted interventions and high quality teaching in our school. Our focus on Early Reading, vocabulary and the importance placed on individual and collective responsibility will help to meet these objectives, as well as supporting the children and families SEMH needs.  Experience has shown that it is a challenge to meet the needs of disadvantaged children without offering a wrap-around support structure for their families. Our school is proactive in developing discreet, innovative and practical support for disadvantaged families in order that we can help to remove some of the barriers faced by the impact of poverty in its broadest sense.  The school has carefully considered the barriers that face children who are eligible to  receive the Pupil Premium Grant and have identified key areas which are addressed  within our Pupil Premium strategy plan.  1. Focus on Early Reading and vocabulary to enable disadvantaged children to make good and accelerated progress in all areas of the curriculum, with a particular focus on reading. This is in line with our School Development Priorities 2023/24 to ensure key skills of phonemic awareness, phonics, fluency, vocabulary and comprehension are embedded. A need has also been identified in engaging PP children in reading for pleasure.  2. Focus on speaking and language skills in EYFS and Year 1. Enabling children entering EYFS to communicate effectively and make accelerated progress in developing speech sounds when starting from a lower baseline.  3. Focus on social and emotional needs of the children and their families. Strategies to meet the SEMH needs of our children and reduce their cognitive load will allow disadvantaged children to access all areas of education and meet the needs that cannot currently be met by outside services.  4. Focus on attendance and emotional based school avoidance. Dedicated EBSA trained staff to support children in attending school as well as whole school strategies to increase and monitor attendance.  5. Focus on extra-curricular experiences and opportunities to develop personal interests and skills. Enabling our disadvantaged children to participate in a range of opportunities beyond that set out in the national curriculum. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | EYFS Baseline assessment shows that children enter our school with poor speaking and language skills |
| 2 | Assessment shows that most disadvantaged children make less progress in reading and pupil voice shows that they enjoy reading less than their non-disadvantaged peers |
| 3 | Assessment shows that poor reading skills hold back children when attempting problem solving in Maths |
| 4 | Conversations with disadvantaged families show an increase in those struggling with SEMH difficulties and a growing need in these families for access to services and support. Due to this, there is also an impact upon children’s cognitive load to the degree that focus on learning is a huge challenge |
| 5 | Conversations with disadvantaged families shows that the combination of poor housing, job loss, chaotic households, increasing SEND diagnoses, food/clothing and heating poverty, own negative education experiences, and relationship breakdown increase the cognitive load of children to the degree that focus on learning is a huge challenge |
| 6 | Attendance in disadvantaged pupils has lowered, this impacts on the delivery of our curriculum, pupil friendships and consistency |

## 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 |
| Disadvantaged pupils develop fluency in Early Reading. | The difference between the attainment of disadvantaged pupils and others in Reading and writing is significantly reduced by the end of KS1 |
| Pupils are developing resilience and utilising strategies to manage cognitive load. | Pupils are able to self-regulate consistently in the classroom environment and therefore access the learning |
| Pupils who are significantly below age related expectations in core subjects develop confidence and progress in their Literacy and Maths learning | Pupils who are attaining 2 years+ below chronological age make accelerated progress in Reading / Writing / Maths |
| Disadvantaged children have at least as good attendance as their non-disadvantaged peers | There are no Persistent Absentees |

## 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: £ 171,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Intensive support in EYFS on entry, to assess and intervene on oral language skills through a combination of small group and through the talk boost programme. 1 specialist and 3 EYFS trained teachers. | EEF Teaching & Learning Toolkit details that spoken language activities should be matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.  Using Talk Boost can significantly improve children’s talking and understanding of words. Almost two thirds of children catch up with their peers after just eight to ten weeks of the programme. (Speech and Language UK) | 1, 2 |
| ELS approach across the school with targeted interventions groups and pre-teaching offered to children in Year 1 on the cusp of the Phonics Check pass mark/Year 2 children who did not pass the previous year | Education endowment Foundation – Phonics High impact low cost strategy. | 1,2,3 |
| Access to reading  - Home reading library  - Termly town library trips for each year group.  - Volunteer reader strategy for those needing to make significant progress in reading. Dedicated training for volunteers regarding stages, phonics and comprehension skills. | EEF Teaching & Learning Toolkit – Parental engagement and Extra hours  High impact low cost strategy. | 1, 2 and 3 |
| Teachers prioritise verbal and written feedback for disadvantaged pupils – using pink and green marking policy | EEF Teaching & Learning Toolkit shows that impact is highest when feedback is delivered by teachers. It must also highlight what is correct as well as what needs to be corrected.  High impact low cost strategy. | 4 |
| Metacognition and Self-Regulation strategies – Colour Monster and Zones of Regulation embedded across the school and utilised in 1:1 intervention work | EEF Teaching & Learning Toolkit show that work around improving pupil metacognition and self-regulation strategies has the highest impact on attainment.  High impact low cost strategy. | 2, 3, 4, 5 |
| CPD on Trauma Perceptive Practice  - 1x Teacher on TPP Train the Trainer course (PP lead)  - Staff meeting termly | EEF Teaching & Learning Toolkit shows that work around behaviour support that is holistic has good impact  SEMH Best Practice document – Essex County Council Schools link.  High impact low cost strategy. | 5, 6 |

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

Budgeted cost: £10,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group pre-teaching by HLTAs working in that year group | EEF Teaching & Learning Toolkit shows that small group teaching with structure and purpose is effective | 2, 3, 4 |
| Reading Therapy dogs | Reading to a dog may enhance a child’s reading environment, by increasing reading motivation and confidence, reducing anxiety, increasing task engagement and reading attitude.  SEMH Best Practice document – Essex County Council Schools link | 1,2,3,4 |
| Emotional Based School Avoidance and Attendance support  - EBSA trained staff – weekly support  - School Attendance Meetings  - Train 1x EBSA staff | Essex SEND-IASS  Essex Schools Link ‘Let’s Talk We Miss You’ guidance  Education Access Service | 6 |

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

Budgeted cost: £9,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Play Therapy | Play therapy helps children develop successful regulation strategies, develop new and creative solutions to problems, develop respect and acceptance of self and others, learn to experience and express emotion while cultivating empathy and respect for thoughts and feelings of others. (Association for Play Therapy)  SEMH Best Practice document – Essex County Council Schools link – Alternative Provision | 4,5 |
| Forest School | The New Economics Foundation evaluation - Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom.  SEMH Best Practice document – Essex County Council Schools link | 4,5,6 |
| After school clubs – 1 per phase  Upper Phase –Board Game Club (10)  Lower Phase Year 1 –Art Club (15) | Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. - EEF Teaching & learning Toolkit | 5 |
| Uniform and meal provision, family support and items provided on a needs basis as identified by family support workers and staff | SEMH Best Practice document – Essex County Council Schools link | 4,5 |
| Termly trips for ‘experiences’  Life Skills sessions for UKS2 | SEMH Best Practice document – Essex County Council Schools link | 4,5 |
| CPD for whole school on Trauma Perceptive Practice, building awareness of adverse childhood experiences and instability due to pandemic and chaotic family lives | EEF Teaching & Learning Toolkit shows that strategies that support Metacognition and self-regulation for children have a high impact | 5 |
| Facilitating home cleaner for families in need |  | 5 |
| Attendance and PP engagement support staff member  8.30-11 am each morning | Essex ‘Let’s Talk We Miss You’ Guidance  TPP – secure base research  Parental engagement and support for PP children is key to schools having impact. | 4, 5, 6 |

**Total budgeted cost: £** *190,000*