

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 C of E Primary School
Number of pupils in school	479
Proportion (%) of pupil premium eligible pupils	43.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Amy Flint (HOS)
Pupil premium lead	Ranjit Kaur-Griffiths
Governor / Trustee lead	Tayo Adebawale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,095
Recovery premium funding allocation this academic year	£11,673
School Led Tutoring	£21,559
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	£286,327

Part A: Pupil premium strategy plan

Statement of intent

Our Federation Vision

The Governing Body and entire staff team believe that it is a privilege to educate and nurture the children in our schools. Through the establishment of high expectations of behaviour and academic excellence the school aims to prepare children for their future at high school and for life.

Our vision starts with the high expectation that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence. Our educational teams across the schools and age ranges are passionate about children's literature and engendering a love of reading and learning. The importance of the Arts within the curriculum is part of our vision to provide a rich, creative and experiential sequence of learning for all children in a school environment that promotes respect and tolerance.

We are proud to be two closely aligned Church of England primary schools who serve the local community where we value all children and the role of the parents to support a love of lifelong learning.

Addressing Disadvantage through Respect and Inclusion

At the SJC Federation, the '*Celebration of Diversity*' and the ambitious '*Aspirations*' we hold for all pupils, are written into our curriculum intention through our four cornerstones. We are an inclusive federation, where respect is a core value: '*Respect Yourself, Respect Others, Respect Property*' are our school rules. As such, we believe that it is vital for our disadvantaged and vulnerable pupils to mingle, unidentified. We have therefore deliberately chosen an approach in which those disadvantaged pupils, who are eligible for the Pupil Premium Grant, access an inclusive, broad and balanced curriculum through quality first teaching alongside their peers.

Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators – leaders, teachers and teaching assistants. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through quality-first whole class teaching approaches, alongside high-impact targeted interventions for those eligible for the Pupil Premium Grant.

We aim to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives as British citizens. In this way, we are addressing social disadvantage at our inner-city schools.

Challenges

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

Challenge number	Detail of challenge
1	In-school barrier-Families live in an area of high deprivation and some children have a narrow sphere of experience.
2	In-school barrier- Significant language barriers result from high numbers of EAL (91%) and a wide variety of pupil nationalities (98.5% Non-White British). Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a paucity of peer role models and wider life experiences that build cultural capital.
3	In-school barrier- High mobility results in PP children arriving after EYFS and therefore missing the essential foundations of education.
4	Increase in numbers of refugees and asylum seekers within locality that require specific support within the English Education System and accessing appropriate funding/agencies.
5	External barrier- Parental language barriers and cultural differences in educational expectations can make it more difficult for parents to support academic achievement at home. Access to the technology to support remote home learning is a challenge in some families.
6	Catch-up programme – school Led Tutoring and NTP

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
EYFS	PP children are KS1 ready
Narrow the gap between Pupil Premium and Non-Pupil Premium attainment in KS1	PP achieve as well as non PP children in core subjects in KS1 with a focus on Reading and Writing
Targeted interventions for all year groups including INA	Accelerated progress for children in receipt of interventions and other targeted support.
Ensure PP children achieve exceptionally well at KS2 in Reading Writing and Maths	PP children are secondary ready and meet age related expectations in Reading, Writing, Maths combined
Ensure challenge for the more able	Greater proportions of PP children achieve GD
Increased engagement with home learning	Parents to encourage their children to participate in home learning especially with regards to reading daily.
Attendance-establish good attitudes to attendance and punctuality from EYFS	Overall attendance for disadvantaged pupils including EYFS is at/greater than 96%

Enrichment and increase in cultural capital	Maintain and increase access and participation in the wider curriculum. Book looks show children are using language and vocabulary across the curriculum.
Reduce the impact of mobility on PPG outcome	Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place. Mixed year groups in KS1 and Lower KS2 reduce the impact of mobility.
Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures	Accelerated progress for children in receipt of interventions and other targeted support alongside other initiatives such as NTP, especially in reading and maths. Disadvantaged pupils' attainment is in line with national 'other'.

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: £79,424

(£10,000 training, £10,000 assessment £21,166 recruitment of 0.5 AHT Maths lead, £34,432 AHT Reading Lead, TLR EYFS £3,826,)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development</p> <p>How we will use the PPG to improve classroom pedagogy and support whole school strategies?</p> <p>How will we use the PPG to improve the delivery of targeted interventions and educational outcomes for eligible pupils?</p>	<p>Education Endowment Fund Mastery Learning=+5 months</p> <p>Education Endowment Fund Feedback + 8 months</p> <p>Education Endowment Fund Metacognition and Self-regulation + 7 months</p> <p>Education Endowment Fund Reading Comprehension Strategies + 6 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p> <p>Education Endowment Fund – Improving Literacy in KS1 Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk</p>	<p>Senior and middle leaders to provide pedagogical training in:</p> <ul style="list-style-type: none"> • Evidence Informed Practice • Assessment for Learning & Feedback • Speech & Language (SaLT) • Reading • Maths • INA • Trauma • Rise in mental health issues <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • 28% (30/107) of our children are disadvantaged in EYFS • 34.5% (127 pupils) are eligible for the Pupil Premium Grant • Significant language barriers result from high numbers of EAL (91%) and a wide variety of pupil nationalities (98.5% Non-White British). • Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a paucity of peer role models and wider life experiences that build cultural capital. • Families live in an area of high deprivation and some children have a narrow sphere of experience <p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Teacher Development Trust 7 Domains of School Improvement

		<ol style="list-style-type: none"> 1. Culture & Wellbeing 2. Focus on Improving Teaching & Learning 3. Needs Analysis & Evaluation 4. Internal Support & Challenge 5. Use of Expert Knowledge 6. Processes & Structures for CPD 7. Use of Research & Evidence <p>Evidence:</p> <p>Rosenshine principals have been used in training and workshops, which have taken place across the year. Working parties had been set up to deliver an aspect of questioning and feedback/ explanation and modelling. These aspects have been embedded into the classroom environment.</p>
<p>TARGETED COACHING & MENTORING</p> <p>Assistant Headteachers: Laura Losada and Joanne McCarthy to work with each year group over a full week on rotation to improve practice. AHT for maths will deliver training sessions on challenging the greater depth children. (2.5 AHT Senco and 2.5 AHT reading)</p>	<p>Education Endowment Fund Oral Language Intervention = +5 months attainment.</p> <p>Education Endowment Fund Reading Comprehension Strategies = +6 months attainment.</p> <p>Education Endowment Fund Small Group tuition=+4 months</p>	<p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • Lack of higher-level language skills and vocabulary limit the attainment children make in reading, writing and the wider curriculum. • Train staff to using a range of strategies when reading with children and how to encourage reading for pleasure, regular CPD with staff. • Reading comprehension and challenge level is an area of focus for the school. • Organise visits from a diverse range of inspirational authors to inspire children. • Hold reading workshops for parents to attend throughout the year. • Better Reading Partnership for children who are below age-related expected expectations. • AHT for maths will deliver staff meetings on challenging the greater depth children in Maths • Greater depths booster clas-

		<p>ses will be taking place after school -90% of our Pupil Premium children were at age related expected in 2019 and 29% were greater depth.</p> <ul style="list-style-type: none"> • LL will deliver training on Early interventions for new arrivals for INA children • Senco will train staff on SaLT interventions with a focus on vocabulary and strategies. • Performance management meetings will allow the targets set for the disadvantage pupils are being met to ensure the gap between advantaged and disadvantaged is reduced. • ECT and new staff trained weekly by LL on reading, writing and maths <p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Regular reading tracking data NFER and SATs. • Monitoring quality of teaching and learning. • End of phase attainment data at expected and greater depth. • All children will be tested on the Salford Reading Test in the first two weeks of September. • Lowest 20% of readers will be benchmarked using PM benchmarking kit. • Lowest 20% of readers from year 6 will be identified for Steps to Read, Reading Rocketeers, Reading Explorers and pre-teaching • Lowest 20% of year 6 readers will receive daily pre-teaching of vocabulary and key ideas. • Regular monitoring of reading records and reading folders. • Book scrutiny's for maths and assessment for learning • Greater depth booster groups to take part and a register to be take of the children attending. • Targets are set for those disadvantaged children who are underperforming to provide targeted support. • Professional development training for ECT and new staff, I RWM using coaching model, staff meetings and team teaching. <p>Evidence: Reading data</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,835 (Catch-up Teachers) + £183,095 - 25% of TA overall costs + £23,000 NTP

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS-COMMUNICATION, SPEECH & LANGUAGE- How we will use the EYFS PPG to ensure that barriers are overcome and pupils are ready for Year 1?	Education Endowment Fund Oral language interventions +5 months Education Endowment Fund Early Years interventions +5 months Education Endowment Fund Guidance – Preparing for Literacy	<p>Why does this approach meet the needs of our Nursery children?</p> <ul style="list-style-type: none"> • (35/48) 73% Nursery children are EAL with 22 46% with no English. • On entry to Nursery, just 10% (5/48) of children are at ARE in Communication, Literacy & Language. • The vast majority of Nursery pupils have not attended a pre-school setting and all have experienced the extended lockdown. • 13 children in Nursery have identified Speech, Language and Communication Needs (i.e. have screened significantly below ARE in Wellcomm speaking). <p>Why does this approach meet the needs of our Reception children?</p> <ul style="list-style-type: none"> • 57/60 Reception children are EAL. • 15 Reception pupils did not attend our Nursery and all have experienced the extended lockdown. • 10 children in Reception have identified Speech, Language and Communication Needs. <p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Practitioners need to be given high-quality CPD to enable them to interact effectively with EYFS children. • All adults model Standard English and accurate sentence structures in their own speech. Language provides the foundation of thinking and learning. • WELLCOMM interventions are timetabled daily and are non-negotiable. • High quality adult-child interactions are important • Staffing ratios are kept high in Nursery and Reception. Identified WELLCOMM gaps are closed through adults' high quality conversations with children. <p>Use a wide range of approaches including shared reading, storytelling.</p>

		<p>and explicitly extending children's vocabulary.</p> <ul style="list-style-type: none"> • A Five a Day story strategy has been embedded into the EYFS and KS 1 timetable where children hear the same story up to 5 times a day. As a result children have begun to acquire the language their 5 a Day book – its grammar, syntax and vocabulary. <p>Evidence:</p>
<p>EYFS-EARLY WRITING</p> <p>Talk for Writing (T4W) is a curriculum programme for raising standards of writing. It makes extensive use of classroom talk to help children become familiar with a range of text genres.</p>	<p>https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf</p> <p>Education Endowment Fund Early Years interventions +5 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p>	<p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • This approach has already been introduced in Reception. • A Talk for Writing leader is already employed within the federation-Laura Losada • Reception baseline data shows that just 12% of children are at Age Related Expectations for Writing. 2% at age related expectations for writing in Year 1 (Dec 2021). • The oral rehearsal that is integral to the approach supports EAL pupils. <p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Outstanding Quality First Teaching: Effective strategies for developing oracy and vocabulary are taught. Talk for Writing underpin the highly effective teaching of the writing process from Nursery to Year 2. • Targeted Academic support: Children make rapid progress due to teachers' deep understanding of the writing/ oracy process. • Curriculum development: The federation's intent is to ensure the quality of education is <i>exceptional</i> so that pupils consistently achieve highly. • Deployment of a range of wider strategies: Resources are carefully selected to support children's developing oracy and the writing process (i.e. small world resources and visual literacy). Other strategies such as Magpie Wall and Writing Toolkit support children in making accelerated progress in oracy and early writing. <p>Evidence:</p> <ul style="list-style-type: none"> - 63% of children achieved GLD in 2023 (in line with national 2022 and 10% higher than local 2022) - 63% of children achieved the writing ELG. 43% of children in receipt of PP achieved the ELG for Writing.

		<ul style="list-style-type: none"> - 43% of children in receipt of PP achieved GLD although 6 of the 23 children also have SEND. Without these children, 59% of children in receipt of PP achieved GLD. - Evidence from lesson observation and learning walks shows that all children in Reception have a love of writing. - Evidence to support submission of EYFSP shows that children are able to write independently and for a purpose.
EYFS- EARLY READING	<p>Education Endowment Fund Early Years interventions=+5 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p> <p>Education Endowment Fund – Improving Literacy in KS1</p> <p>Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk</p>	<p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • Pupil Premium children are Key Stage 1 ready • Narrow the gap between Pupil Premium and Non-Pupil Premium Children in Key stage 1 with a focus on reading and writing. • 37% of children met their Specific Learning Goal in reading • In 2019 Communication and language was met by 66% of children according to the Manchester Integrated Data Set. <p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Early reading requires the development of a broad range of capabilities. • Ensure pre-reading skills remain high priority in EYFS with a strong focus on Prime Areas. • Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. • Develop children's phonological awareness and interest in sounds are likely to be beneficial. • A systematic synthetic phonics programme supports pupil progress for the most disadvantaged pupils. • Ensure a Home Reading scheme is fully decodable and aligns with the school's systematic synthetic phonics programme. • Through targeted intervention ensure that pupils who fall behind are supported to catch up quickly through WELLCOMM and Fast Track Tutoring. • Ensure key staff are experts in reading through on-going CPD and coaching. • AHT to train staff in RWI • Ensure Early Reading is underpinned by clearly defined, well placed, teacher observations and formative assessment practices such as: observations of book behaviours in book

		<p>handling sessions, observations of wider play, WellComm, Read Write Inc. assessments</p> <ul style="list-style-type: none"> • Ensure the tracking of pupils' incremental progress through pre-reading, Early reading skills and phonics acquisition. <p>Evidence:</p> <p>88% of children achieved the ELG in word reading.</p> <p>At the June assessment point, 78% were Red level or above in RWI (red = ELG word reading).</p> <p>58% were Green level or above.</p> <p>According to the reading deep dive-</p> <p>The importance of early reading and phonics is understood and prioritised by the whole school. We follow the RWI scheme well and most groups have fidelity to scheme.</p> <p>Teaching Assistants have strong subject knowledge. Our early reading and phonics curriculum is shaped by our context and is carefully designed to meet the needs of all learners. For example, bespoke provision for the SEND in Year 1. In Year 2, most children are in the WCR. In Year 3, the reading lesson has been adapted to bridge the gap in fluency.</p> <p>In KS1 (Y2) talk about books and how their teacher reads their favourite books. Able recall every book they had read! In Y1 said 'our teacher loves reading'. Reception could tell about their 5 a day reading books.</p> <p>Children in early years, enjoy reading every day. They talk openly about their favourite books and use of props. Lots of children spoke openly about their class teachers being a reading role model and which authors are their teacher's favourite and why.</p>
<p>EVERYDAY CLASSROOM CONDITIONS</p> <p>Additional classroom TAs are employed to enable a flexible 'split-provision' model of teaching to be used in morning lessons (Reading, Writing and</p>	<p>Education Endowment Fund Small group work = +4 months attainment.</p> <p>Education Endowment Fund 1:1 Tuition = +5 months attainment.</p> <p>Education Endowment Fund Reading comprehension strategies + 6 months</p> <p>Education Endowment Fund</p>	<p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Use TAs to add value to what the teacher does, not replace them: - The needs of all pupils are addressed - Develop effective teams of teachers and teaching assistants, who understand their

<p>Maths) across Year 1-6.</p> <p><i>How we will use the PPG to deploy teaching assistants effectively to enhance what the teacher does in whole-class teaching?</i></p> <p><i>How will we use the PPG to deploy teaching assistants to deliver evidence-based, targeted interventions to improve academic outcomes for eligible pupils?</i></p>	<p>Phonics + 4 months</p> <p>Education Endowment Fund Effective Use of Teaching Assistants</p>	<p>complementary roles in the classroom</p> <ul style="list-style-type: none"> -Resource every classroom with 2 areas to teach from for the teacher and teaching assistant. • Use TAs to help pupils develop independent learning skills and manage their own learning: <ul style="list-style-type: none"> - Improving the nature and quality of teaching assistants' talk to pupils can support the - Teaching assistants should give children thinking time so they can try to complete a task independently • Ensure teaching assistants are fully prepared for their role in the classroom: Provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. During lesson preparation time ensure TAs have the essential 'need to knows': <ul style="list-style-type: none"> o Concepts, facts, information being taught o Skills to be learned, applied, practised or extended o Intended learning outcomes o Expected/required feedback. <p>Evidence:</p> <p>TAs have been trained the in the Rosenshine principals for questioning, modelling and explanations.</p> <p>Split provision has taken place alongside TAs leading intervention groups in the morning and afternoons.</p>
<p>WHOLE CLASS READING/READING FOR PLEASURE</p>	<p>Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life'</p>	<p>Ensuring whole class reading provides challenging texts and vocabulary to apply in their writing across subjects. Additionally, supporting teachers to use robust teacher assessment and gap analysis in all subjects so knowledge is being developed and secured by all learners.</p> <p>Continue to train ECT and new staff in the federations expectations.</p> <p>Training from the reading AHT.</p> <p>Staff to promote 'reading for pleasure'</p>

		<p>environment at all times.</p> <p>See Myself and bilingual books</p> <p>Spring 2 Refugee focus for all classes</p> <p>Reading interventions to support targeted PPG children in Years 1-6. Extension activities for most able children. The interventions will be BRP, Reading Rocketeers, Language and Literacy, Reading Explorer, Fast Track tutoring for early readers. GD will have Reading Gladiators after school club.</p> <p>Evidence:</p> <p>A reading deep dive showed –</p> <p>'is evident our children are developing positive attitudes to reading during the lesson, when discussing the love of reading, and in pupil led interventions'.</p> <p>Staff have excellent subject knowledge in the teaching of reading for understanding.</p> <p>They are confident with a wide range of reading strategies and this was evident in the exercise books, reading lessons and pupil interventions. Their modelling of key strategies and skills is a key feature of every lesson across school.</p> <p>When assessments are used well, they ensure the lowest 20% are accessing the correct reading provision. In Reception and Y1 there is strong fluidity across groups to ensure these children make accelerated progress. In KS2, regular assessment is used to ensure the children are accessing the correct intervention in WCR. Those children that have had a pre read told leaders how it helped their understanding in the lesson because they have practised the words.</p> <p>Most staff are working hard at promoting a love of reading. In KS2 pupils are familiar with the work of a range of authors. They like classics such as Enid Blyton, as well as books by more recent published authors. They have enjoyed their visit to the local library where there is more of a range of texts. In some classes, reading scrap books are used to improve children's knowledge of authors and recommended reads- our children enjoyed sharing these with leaders. Children appreciate designated uninterrupted RFP time where they have comfortable reading spaces to relax and read with their friends. They like their teachers to read to them every day</p>
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		Year group 'Reading Cafes'.			
STRUCTURED INTERVENTIONS OUT OF CLASS Careful analysis of a range of data enables children to be accurately targeted for high-quality afternoon interventions delivered by exceptional teaching assistants.	Education Endowment Fund Small group work = +4 months attainment.	Reading	Writing	Maths	Nurture
	Education Endowment Fund 1:1 Tuition = +5 months attainment.	Gladiators	Pre-teach	Arithmetic	Lego
	Education Endowment Fund Phonics + 4 months (RWI 1:1 Tuition	RWI 1:1 Tuition	Post-teach	Precision Times Tables	Place2B
	Education Endowment Fund Effective Use of Teaching Assistants	Fast Track Tutoring-RWI	Handwriting	Number Stacks	Resolve
		Guided Reading lessons	Precision Spellings	Morning maths	
		Language and Literacy		Same Day Intervention (address misconceptions)	
		Steps to Read			
		ELS			
		1:1 Reading Teaching			
		Better Reading Partnerships			
		Fresh Start			
		Reading Rocketeers			
		Reading Explorers			
		Precision Word Reading			
		Pre-teach			
		Post-teach			
		SJC reading routines			
		Why does this approach meet the needs of our children?			

		<ul style="list-style-type: none"> • The assessment systems in place enables accurate and precise identification of children's needs. • The physical school environment allows for multiple small groups to be taught concurrently. • The self-contained nature of our staffing structure in each year group enables staff to have a deep knowledge of the children in their year group. <p>Which aspects of implementation are important?</p> <ul style="list-style-type: none"> • Use TAs to deliver high quality 1-1 and small group support using structured interventions: -Research on TAs delivering targeted interventions in one- to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress <p>Higher Level Teaching Assistant is deployed in both key stages.</p> <p>Looked After Children access additional resources</p> <p>A teaching assistant has been employed to deliver speech and language throughout the school but particularly in KS1</p> <ul style="list-style-type: none"> • Adopt evidence-based interventions (or emulate the features that make them effective) to support TAs in their small group and 1-1 instruction: - Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery. <p>-The intervention has structured supporting resources and lesson plans, with clear objectives.</p> <p>-TAs closely follow the plan and structure of the intervention.</p> <p>-Assessments are used to identify appropriate pupils.</p> <ul style="list-style-type: none"> • Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions: -Ensure that learning in interventions is
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		<p>consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p> <p>Current interventions:</p> <p>Year 6:</p> <ul style="list-style-type: none"> -1:1 reader - Greater depth maths -reading gladiators greater depth -Arithmetic group for borderline children -Pre-Teaching -Steps to Read -Freshstart -Reading Rocketeers -Support groups for lower ability children in reading, writing and maths-differentiated curriculum -Small group work for boarder line and Greater depth children in reading, writing and maths -SEN groups in reading, writing and maths <p>Year 5:</p> <ul style="list-style-type: none"> -1:1 readers/group reading -Reading Explorers -Reading Rocketeers -1:1 INA support (during EB session) -Support groups for LA children in reading, writing and maths-differentiated curriculum -SEN groups in reading, writing and maths -INA group in reading, writing and maths -Monday after school Maths Boosters <p>Year 4:</p> <ul style="list-style-type: none"> -1:1 readers/group reading - Reading explorers -reading rocketeers -Maths misconception catch-up (Afternoons) -Pre-Teaching -Steps to Read -Support groups for lower ability children in reading, writing and maths-differentiated curriculum -Small group work for boarder line and Greater depth children in reading, writing and maths -SEN groups in reading, writing and maths -times tables <p>Year 3:</p> <ul style="list-style-type: none"> -Daily reading - Support groups for lower ability children in reading, writing and maths -ELS -RWI <p>Year 2:</p> <ul style="list-style-type: none"> -Wellcomm -Talk Boost -RWI fast track phonics -listening and attention games -guided reading groups -daily readers
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		<p>-precision monitoring -funky fingers.</p> <p>Year 1- Fix its from morning lessons Readers RWI Interventions Readers RWI Interventions</p> <p>EYFS:</p> <ul style="list-style-type: none"> - Disco doug -Write dance -Daily readers -Listening games -RWI fast track phonics -Wellcomm <p>Evidence: see the data at the end of the table</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,000 – (Trips, PP TLR, £10,000 free uniform)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Grant Lead</p> <p>A Senior Leader (Interim) to monitor the impact of strategies.</p>	<p>Education Endowment Fund-a lead should try to promote a whole school ethos, stay abreast of the latest research and monitor and evaluate the interventions in place.</p>	<p>Why does this approach meet the needs of our children?</p> <p>Identify barriers to learning for Pupil Premium families (language barriers and cultural capital, deprivation and high mobility) and provide effective solutions.</p> <p>Identify families entitled to PP grant as many of our families live in areas of high deprivation and some children have a narrow sphere of experiences (aspirations is one of Cornerstones)</p> <p>Track PP data and provide further intervention and support where children are falling behind their peers, so the gap can be narrowed between Pupil Premium and non-Pupil Premium children</p> <p>Which aspects of implementation are important?</p>

		<p>Share best practice in the provision for PP children across the federation and beyond – find out what works well for similar schools.</p> <p>Ensure all those families eligible for PP Grant are identified, including those who join in KS2. A letter will be translated and put onto our website.</p> <p>Identify individual barriers for PP children with class teachers, track their learning journey across the school and provide bespoke provision.</p> <p>Make closing the gap a priority in pupil progress meetings.</p> <p>Evidence:</p> <p>Staff have met with HT to discuss performance data for PPG children and implement the necessary next steps to close the gap. Additional afternoon maths and reading sessions are taken place alongside correctional teaching especially in KS2. Please see the data below.</p>
<p>EARLY WRITING</p> <p>The Talk for Writing approach being implemented in EYFS will be extended into Y1.</p>	<p>Education Endowment Fund-Early Literacy Approaches + 5 months</p>	<p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • 67% of the Pupil Premium children achieved their Prime Learning Goal (MIDS 2019) • 33% of the Pupil Premium achieved their Specific Learning Goals (MIDS 2019) • 77% of the Pupil Premium children met the expected standard for phonics (MIDS 2019) • Significant language barriers result in a high number of EAL (66%) and a wide variety of pupil nationalities (94% Non-White British) <p>Which aspects of implementation are important?</p> <p>Outstanding Quality First Teaching: Effective strategies for developing oracy and vocabulary are taught. These strategies (Talk for Writing) underpin the highly effective teaching of the writing process from Nursery to Year 2.</p> <p>Targeted Academic support: Children make rapid progress due to teachers' deep understanding of the writing/ oracy process.</p> <p>Curriculum development: The quality of education is exceptional. The federation's intent, and implementation are in place</p>

		<p>and embedded securely so that pupils consistently achieve highly. The writing curriculum is driven by a rich range of texts and books, which inspire and motivate children.</p> <p>Deployment of a range of wider strategies: Resources are carefully selected to support children's developing oracy and the writing process (i.e. small world resources, visual literacy, other provocations).</p> <p>Evidence:</p> <p>1A:</p> <table><tr><td></td><td>Writing</td></tr><tr><td>Percentage at GD</td><td>0/30 0%</td></tr><tr><td>Percentage at EXP + (GD and Exp)</td><td>6/30 20%</td></tr><tr><td>Percentage at WTS</td><td>16/30 53%</td></tr><tr><td>Percentage working below year group</td><td>8/30 27%</td></tr></table> <p>1B:</p> <table><tr><td></td><td>Writing</td></tr><tr><td>Percentage at GD</td><td>0/30</td></tr><tr><td>Percentage at EXP + (GD and Exp)</td><td>8/30 27%</td></tr><tr><td>Percentage at</td><td>17/30</td></tr></table> <table><tr><td>WTS</td><td>57%</td></tr><tr><td>Percentage working below year group</td><td>5/30 16%</td></tr></table>		Writing	Percentage at GD	0/30 0%	Percentage at EXP + (GD and Exp)	6/30 20%	Percentage at WTS	16/30 53%	Percentage working below year group	8/30 27%		Writing	Percentage at GD	0/30	Percentage at EXP + (GD and Exp)	8/30 27%	Percentage at	17/30	WTS	57%	Percentage working below year group	5/30 16%
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<p>Enriched Education</p> <p>How we will use the PPG to enrich the curriculum and address the wider needs of eligible pupils?</p>	<p>Education Endowment Fund-outdoor adventure learning +4 months</p>	<p>Year 6 will attend Conway in September. The PPG children have not been fully funded by the PPG grant.</p> <p>Other year groups will start to take trips to enrich the children's learning, as City Living is one of our Cornerstones.</p> <p>Forest school 2.5 days a week.</p> <p>Children's university to improve cultural capital especially since this in line with two of our Cornerstones: City Living, Language and Literacy (vocabulary).</p> <p>Evidence:</p> <p>Reception aged children accessed 8 educational visits over the course of year including visits to Greggs, Asda and</p>																						

		<p>catching the 192 bus to Manchester.</p> <p>Classes have taken trips into central Manchester by bus to the Central Library. EYFS regularly catch the bus too and walk to Longsight market. KS2 have attended the pantomime at Christmas. Year 6 visited Manchester Museum.</p> <p>Themed days/activities-World book Day, Enterprise Day for Year 6, Year 6 meeting Emma Carrol, Empathy day, Mental Health Day, Arts week-alongside Indian and African dance, Year 6 Windrush exhibition and Windrush day, King's Coronation Day celebrations, aspiration week for Year 6, sport days, Rights Respecting Day (plus coffee morning), Christmas Jumper Day and Sports day, Please refer to our twitter page https://twitter.com/primary_stjohns?lang=en</p>
<p>PSHE</p> <p>The No Outsiders curriculum, British Values resources and pupil wellbeing resources will be purchased alongside using the planning provided by Manchester Healthy Schools</p>	<p>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/lifestyle-factors/coronavirus-supporting-children-and-young-peoples-mental-health/</p> <p>https://www.mentalhealth.org.uk/coronavirus/school-guidance-for-coping-with-coronavirus</p>	<p>Why does this approach meet the needs of our children?</p> <p>We are aware this is statutory, however we want all children to feel valued and respected. This has not been costed into our budget as we feel with Covid and the level of deprivation within the school context, we need to ensure each child's well-being is maintained. This is national agenda which has been filtered down to local areas via Manchester Healthy Schools (Manchester Thrive in Education).</p> <ul style="list-style-type: none"> • The No Outsiders scheme supports the sensitive delivery of the statutory RHE curriculum in our faith-based community. • Celebrating Diversity is a cornerstone of our curriculum due to the high numbers of EAL pupils. No Outsiders supports an inclusive and tolerant approach. • The British Values resources purchased will help to prepare our children for life in the wider world. • Place 2 Be once a week <p>JB/NC-nurture groups</p> <p>Well-being Warriors</p>

		<p>Evidence:</p> <p>Well-being warriors attended 'Empathy Day' and worked with Karl Nova to create a new RRS rap.</p> <p>SC have met regularly to reinstate the hobbit house, initiate competitions, Poppy Appeal, Harvest collections Humans foodbank, Macmillan Coffee Morning fundraising for charity.</p> <p>We are working towards our silver award for Rights Respecting schools.</p>
<p>National Tutoring Programme</p> <p>NTP is here to support pupils who have been impacted by due to the pandemic.</p>	<p>https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/</p>	<p>NTP is here to support pupils who have been impacted by due to the pandemic. There is a growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:</p> <p>Pupils have made less academic progress compared with previous year groups</p> <p>There is a large attainment gap for disadvantaged pupils, which seems to have grown.</p> <p>The National Tutoring Programme is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils' learning.</p> <p>From the 2022-23 school year, the National Tutoring Programme will make high-quality tuition available to state-maintained primary schools, providing additional support to help pupils who have missed out the most as a result of school closures.</p> <p>The National Tutoring Programme (NTP) consists of two pillars;</p> <p>Tuition Partners: schools will be able to access heavily subsidised tuition from an approved list of tuition partners. These organisations – which will all be subject to quality, safeguarding and evaluation standards – will be given support and funding to reach as many disadvantaged pupils as possible.</p> <p>Academic Mentors: schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide intensive catch-up support to their pupils. Teach First will be supporting the recruitment, training and placement of</p>

		<p>the first cohort of academic mentors</p> <p>Evidence:</p>
<p>CLUBS WITH SPECIALIST TEACHERS</p> <p>Little Sports</p>	<p>Education Endowment Fund Extending School Time +2 months</p> <p>Education Endowment Fund Art Participation + 2 months</p> <p>Education Endowment Fund Digital Technology +4 months</p>	<p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> Many of our Pupil Premium children do not have the opportunity to explore their interests and talents, particularly in pursuits that bear a financial burden to parents. These clubs will enable all children, even those for whom academic achievement is challenging, to experience success. Our families are confident in the safety of their children when attending clubs in school. <p>Which aspects of implementation are important? Wider opportunities provided for disadvantaged children at no cost to families.</p> <p>Evidence:</p> <p>Our PPG are sports leaders.</p> <p>Little sports run a free club for PPG children</p> <p>Sports leaders spent £500 on new equipment for playtimes/lunchtimes and they run sessions for KS1.</p> <p>They met and delivered a workshop with Olympian Andy Turner.</p> <p>All PPG have been offered 4 competition inter-school sporting competitions.</p>
<p>PARENTAL ENGAGEMENT</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p>	<p>Education Endowment Fund-Parental engagement +3 months</p>	<p>We will start to invite parent back into school as they are an important aspect of the school community. We will have meet the teacher, McMillian Coffee Mornings, parents evenings in person etc. Parents will be texted in advance to promote attendance. Staff will deliver parental workshops in reading so they can support their children at home. Feedback from teachers is that children in disadvantaged cultural groups are not completing homework or reading at home. We will carry out parental surveys.</p> <p>Newsletter will highlight free events within community to promote cultural capital</p>

		<p>and 'Share my learning' events.</p> <p>Cost of Living- Highlighting foodbanks, Early Help offer, uniforms to be offered where needed.</p> <p>Visible staff presence at start/end of day on playground to build relations with local community</p> <p>Signposting to local groups/charities/classes</p> <p>Letters and key school information to be translated by a member of staff in main languages. Use QR code and share on learning platforms such as Seesaw.</p> <p>Evidence:</p> <p>Reading cafes, Macmillian coffee morning, RRS coffee mornings, Year 2/6 SATS talks, Conway talks, RHE talks, parents evenings, Teddy Bears Picnics in Nursery.</p> <p>Letters are being translated and sent out. PPG newsletter highlights free events over the holidays.</p> <p>Organisations to help with the cost of living always sign posted.</p>
BREAKFAST AND AFTER-SCHOOL CLUB	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	<p>As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum.</p>
<p>ATTENDANCE</p> <p>Target disadvantage families to improve attendance and punctuality above national average of 96%</p>	https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	<p>SLT will monitor attendance termly. Rewards will be given to the class with the best attendance in the celebration assembly.</p> <p>Higher overall absence leads to lower attainment at KS2 and KS4.</p> <p>There's a clear link between poor attendance and lower academic achievement.</p> <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C in-

		<p>cluding maths and English</p> <ul style="list-style-type: none"> 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C <p>Pupils with persistent absence are less likely to stay in education</p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> The links between attendance and achievement are strong Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years <p>Evidence:</p> <p>Compulsory school age attendance is 93.53% (July 2023)</p> <p>Compulsory school age disadvantaged is 93.63% and non-disadvantaged is 93.69 (July 2023)</p> <p>Persistent absentees are 22.89% of disadvantaged pupils.</p>
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Total budgeted cost: £ 355,354

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 2022 to 2023 academic year.

Internal and external Assessment data: Early Learning Goals, Year 1 phonics screening, Year 2/6 SATS data in reading, writing and maths.

EYFS:

<i>St John's Reception 2022/23</i>	Achieved GLD 60 children		National 2022	Mcr 2022	St John's 2022
All	38/60	63%	63%* (0%)	53% (+10%)	53% (+10%)
RA	20/30	67%			
RB	18/30	60%			
Boys	14/26	54%			
Girls	25/34	73%			
PP	10/23	43%^			
Non PP	27/37	73%			
Summer born	8/18	44%			
SEN	0	0			

Phonics:

	% pupils passing the screening check	% pupils not passing the screening check
COHORT	78% 47/60	22% 13/60
	School 2021 - 2022: 76% National 2021 - 2022: 75%	
1A	80% 24/30	20% 6/30
1B	77% 24/30	23% 7/30

Year 2 Data:



Y2 ST JOHNS RESULTS HEADLINE DATA 2023

20.06.23

	Reading	Maths	Writing	Science
EXS+	64% (38/60)	68% (41/60)	51% (31/60)	70% (42/60)
GD	7% (4/60)	7% (4/60)	1% (1/60)	
EXS	57% (34/60)	62% (37/60)	50% (30/60)	70% (42/60)
WTS	22% (13/60)	22% (14/60)	29% (17/60)	
Significantly Below	14% (9/60)	9% (5/60)	20% (12/60)	30% (18/60)
Pupil Premium Children achieving EXS+	55% (16/29)	62% (18/29)	52% (15/29)	62% (18/29)
SEND Children achieving EXS+	22% (2/9)	33% (3/9)	0% (0/9)	33% (3/9)
2A	GD: 2/30 – 6% EXS: 20/30 – 67% WTS: 5/30 – 17% Significantly Below: 3/30 – 10%	GD: 2/30 – 6% EXS: 20/30 – 67% WTS: 7/30 – 24% Significantly Below: 1/30 – 3%	GD: 1/30 – 3% EXS: 17/30 – 57% WTS: 7/30 – 23% Significantly Below: 5/30 – 17%	EXS: 22/30 – 73% BELOW: 8/30 – 27%
2B	GD: 2/30 – 6% EXS: 14/30 – 47% WTS: 8/30 – 27% Significantly Below: 6/30 – 20%	GD: 2/30 – 6% EXS: 17/30 – 58% WTS: 7/30 – 23% Significantly Below: 4/30 – 13%	GD: 0/30 – 0% EXS: 13/30 – 44% WTS: 10/30 – 33% Significantly Below: 7/30 – 23%	EXS: 20/30 – 67% BELOW: 10/30 – 33%

Year 6 Data:

St John's KS2 SATs 2023

	Total Results	GD	With Revised (special consideration)	GD	National Average 2023
GPS	45/65 = 69%	15/65 = 23%	45/65 = 69%	15/65 = 23%	72%
Reading	45/65 = 69%	15/65 = 23%	47/65 = 72%	15/65 = 23%	73%
Writing	39/65 = 60%	0/65 = 0%	39/65 = 60%	0/65 = 0%	71%
Maths	51/65 = 78%	18/65 = 34%	52/65 = 80%	18/65 = 34%	73%
RWM combined	34/65 = 52%	0/65 = 0%	34/65 = 52%	0/65 = 0%	59%

Pupil Premium Year 6 SATS	Maths	Reading	Writing	SPaG
EXS+	23/35=66%	22/35=63%	14/35=40%	21/35=60%
GD	10/35=29%	7/35=20%	0/35=0 %	6/35=17%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.