

## 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   | Stanground St John's  |
| Number of pupils in school  | 205   |
| Proportion (%) of pupil premium eligible pupils   | 36%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025  |
| Date this statement was published   | December 2021   |
| Date on which it will be reviewed   | July 2022   |
| Statement authorised by   | Liz Hindmarsh,<br>Headteacher   |
| Pupil premium lead  | Alison Sheridan,<br>Deputy Headteacher  |
| Governor / Trustee lead   | Sam Smylie/<br>Carol Avery, Governor<br>leads for disadvantaged<br>pupils;<br>Amy Weaver, DEMAT<br>Trust Inclusion Lead |

### Funding overview

| Detail   | Amount                                 |
|--|--|
| Pupil premium funding allocation this academic year                                    | £112,910 (based on Autumn 2020 census) |
| Recovery premium funding allocation this academic year                                 | £11,310                                |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                                     |

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| <p><b>Total budget for this academic year</b><br/>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | <p><b>£124,220</b></p> |
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## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b><u>Phonics:</u></b></p> <p>Assessments (Both Formative &amp; Summative (DIBELS)) indicate disadvantaged pupils are achieving lower outcomes than their non-disadvantaged peers. This negatively impacts their development as readers.</p>  |
| 2                | <p><b><u>Vocabulary gap:</u></b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>                                       |
| 3                | <p><b><u>Gaps in prior learning:</u></b></p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations</p> |
| 4                | <p><b><u>Social and emotional difficulties:</u></b></p> <p>These are negatively affecting disadvantaged pupils' readiness to learn. Our assessments (including wellbeing survey), observations, safeguarding records and discussions with pupils and families have identified social</p>   |

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|   | <p>and emotional issues for many pupils and lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and impact their attainment.</p> <p>Teacher referrals for support (including both Early Help and Social Care referrals) have markedly increased during the pandemic. 20 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, with 8 ( 1 of whom are disadvantaged) receiving 1:1 or small group interventions.</p> |
| 5 | <p><b><u>Attendance:</u></b></p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 0 – 4.47% lower than for non-disadvantaged pupils.</p> <p>Over the Autumn term to November there was a persistent absence rate of 21.8% among disadvantaged pupils compared to 14% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>  |
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## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils.                  | <p>Y1 phonic screening data shows that more than 82% of disadvantaged pupils achieved the pass mark.</p> <p>KS2 reading outcomes in 2024/25 show that our disadvantaged pupils meet FFT20 targets.</p>  |
| Improved maths attainment for disadvantaged pupils at the end of KS2.    | KS2 maths outcomes in 2024/25 show that our disadvantaged pupils meet FFT20 targets.  |

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| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, teacher observations and behaviour monitoring.</li> <li>• a significant reduction in attendees in consequence club and receiving an internal/external exclusion</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>              | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> <li>• the percentage of all pupils who are persistently absent being below 10%% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>         |

## 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: **£26,105**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To deliver the Sounds Write linguistic phonics programme consistently to pupils YR-2.</p> <p>To provide staff with Sounds Write training to enable them to effectively implement the programme across EY and KS1</p> <p>To align the reading scheme books to the Sounds Write phonics programme</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>1</p> <p>2</p>             |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>                          | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | <p>3</p>                      |
| <p>Training for staff to ensure DEMAT assessments are interpreted and</p>  | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they</p>   | <p>3</p>                      |

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| administered correctly.  | receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> |   |
| To improve the quality of the curriculum through staff attendance at CPD associated to the PKC Curriculum                    | A knowledge rich curriculum provides a sequenced, specified and valued curriculum based around the principles of PKC.   | 3 |
| To improve the quality of our broad and balanced curriculum through staff training/development sessions/strategic monitoring | Staff training impacts on the quality of our curriculum through CPD and regular monitoring .  |   |

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

Budgeted cost: £56,314

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| To identify and support the needs of individual PP families to include engagement with Social Care and Early Help through the employment of the school's Learning Mentor. | The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.<br><a href="#">Parental Engagement   Toolkit Strand Education Endowment Foundation   EEF</a> | 4,5                           |
| To support the deployment of teachers, HLTAs and teaching assistants to work on targets from the children's APDR,   | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  | 3,4                           |

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| <p>grouping children wherever possible.</p> <p>To provide strategies, as detailed in the class provision maps used to accelerate progress of learners, including booster groups for Year 6 precision teaching, Speech and language, Sounds Write interventions (50 hours per week).</p> <p>Use of National Tutoring Programme to tutor children in key areas (6 hours per week phonics/reading focus)</p> | <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  |   |
| <p>To build pupils' social and emotional wellbeing and resilience by engagement with Learning Mentor. To purchase any supporting materials and resources for Nurture support sessions.</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 4 |

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

Budgeted cost: £41,584

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Support for educational visits (day trips and residential) and attendance at extra-curricular clubs.</p> | <p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p><a href="#">Outdoor Education   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 4                             |

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| Support for PP children to attend the HAF programme during the Christmas period   |  |     |
| Subsidise music tuition for one term for every PP child   | <p>The impact of arts participation on other areas of academic learning appears to be positive</p> <p><a href="#">Arts Participation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 4   |
| <p>To provide individual and group nurture sessions for children with social and emotional needs .</p> <p>Well-being groups led by SENCO/LM e.g. Emotional Regulation, Nurturing Lunchtimes, Lego Therapy, Forest Schools, outdoor learning</p> | <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p><a href="#">Social &amp; Emotional Learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p><a href="#">Physical Activity   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 4,5 |
| To offer parents of PP children resources including school uniform and PE kit.  | <p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation.</p> <p><a href="#">School Uniform   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 4,5 |
| To offer parents pf PP children access to Breakfast Club  | <p>Increased uptake in breakfast club since extended time, PP children attending regularly.</p> <p>Healthy and nutritious breakfast offered daily.</p>   | 4,5 |
| To provide laptops, broadband and data sim cards to support   | <p>Procedure in place to support children with access during isolation/lockdown.</p>   |     |

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| access to remote learning.  |  |     |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.                        | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 3,4 |
| Contingency fund for acute issues.  | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   |     |
| To build pupils' social and emotional wellbeing and resilience by engagement with Learning Mentor. To purchase any supporting materials and resources for Nurture support sessions. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><a href="https://www.educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a> | 4   |
| To provide outdoor learning experiences and life skills in a safe structured environment  | Forest Schools develops self-regulation skills, build resilience, increases motivation and concentration and improves problem solving.   |     |
| To monitor attendance   | Monitoring attendance is underpinned by high expectations and core values.   |     |

**Total budgeted cost: £124,220**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### 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                |
|------------------------------------|-------------------------|
| Primary Knowledge Curriculum (PKC) | Knowledge Schools Trust |
| Sounds Write Phonics               | Sounds Write            |
| White Rose Maths                   | White Rose              |
| Number Sense Maths                 | Number Sense Maths Ltd  |

## 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?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |