

# 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	Royston St. John Baptist Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lee Spencer/Melanie Priestley
Pupil premium lead	Lee Spencer
Governor / Trustee lead	Ian Simpson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,420
Recovery premium funding allocation this academic year	£4050.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,470

# Part A: Pupil premium strategy plan

## Statement of intent

When making decision about Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all children who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year.

At Royston St John's, we strive to create a secure and happy environment which inspires high aspiration. We pride ourselves on delivering outstanding provision for all our children. Through personalised learning, we deliver an engaging curriculum and provide our children with memorable experiences knowing that when they come to leave our school, they leave with a lifelong love of learning.

We aim to ensure that our Pupil Premium Strategy underpins and enhances the schools' overall strategic aims and planning. We review and report termly to the Governing Body the use and impact of the Pupil Premium grant.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality issues
2	Lack of social and emotional skills can affect relationships in school, self-esteem and academic progress
3	Low levels of literacy upon entry to school and across KS1, particularly in phonics and early reading
4	Gaps in learning as a result of long periods of missed learning

## 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
Regular attendance and improved punctuality will lead to improved outcomes	<ul style="list-style-type: none"><li>• Attendance rate of disadvantaged pupils is in line with non-disadvantaged pupils</li><li>• Attendance rate of disadvantaged pupils is in line with disadvantaged pupils nationally</li><li>• Punctuality improvements results in reduction of learning time lost</li></ul>
Pupils develop high levels of speaking and listening skills and have a greater understanding of a range of vocabulary	<ul style="list-style-type: none"><li>• Pupils will become more engaged and develop a deeper understanding of their learning through more secured vocabulary knowledge</li><li>• Pupils use a range of higher-level tiered vocabulary across the curriculum</li><li>• Pupils are able to articulate their views clearly</li></ul>
Regular support with relationships and social and emotional mental health will result in greater academic progress	<ul style="list-style-type: none"><li>• Increasing the level of pupil confidence to raise engagement with the curriculum</li><li>• Develop resilience and social, emotional and mental health strategies</li><li>• An increase in positive behaviour across school</li></ul>

<p>All pupils become fluent readers to enable them to access a broad and balance curriculum</p>	<ul style="list-style-type: none"> <li>• % of pupils achieving the expected standard in phonics at the end of Year 1 is above national for PP</li> <li>• % of pupils achieving the expected standard in phonics at the end of Year 2 is inline with national for PP</li> <li>• Pupils make progress with their fluency on the fluency reading test</li> </ul>
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## 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access additional face to face Read Write Inc training for staff across Foundation Stage and Year 1 to ensure fidelity to the scheme</p> <p>Fresh Start training for appropriate KS2 staff</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF)</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written (EEF)</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (EEF)</p>	3, 4
<p>CPD given to staff in coaching and mentoring around the role of subject leadership in order to carry out the role of subject ambassadors role including carrying out joint observations and further develop their understanding of the subject</p>	<p>The impact of mentoring is likely to have a small positive impact on attainment of pupils (EEF)</p>	4

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Year 6 and Year 5 interventions in order to fill gaps in learning carried out by teaching staff beyond the school day	<p>Small group tuition has an average impact of four months' additional progress over the course of the year (EEF)</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact</p>	4, 2
<p>Additional trained staff provide reduction in the size of phonics groups in FS and Year 1 and children in Year 2 accessing the phonics programme</p> <p>Additional trained staff provide additional phonics sessions for off-track pupils in Year 2</p>	<p>Targeted deployment where teaching assistants are trained to deliver an intervention to small groups has a higher impact, where as deployment of TA's in everyday classroom environments has not been shown to have a positive impact on learner outcomes (EEF)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of the year (EEF)</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF)</p> <p>Providing training to the staff that deliver small group support is likely to increase impact (EEF)</p>	3, 4

Purchase 6 Ipads and specific apps to support in developing reading and maths skills for off-track pupils  6 x ipads and licences	Making use of digital technology + 4 months (EEF)	4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance rates and encourage punctuality for disadvantaged pupils through additional support of Parent Support Adviser</p> <p>Tracking of attendance rates</p> <p>Attendance rewards for cohorts and termly for individuals</p> <p>Providing bespoke support for families</p> <p>Home visits</p> <p>Close work with outside agencies – FSW</p> <p>Internal and external panel meetings</p>	EEF Parental Engagement +3 months	1, 2, 3, 4
<p>Opportunities to further develop accessibility to the wider curriculum for disadvantaged pupils through increased experience, opportunities and possibilities</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be about an additional three-month progress.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on</p>	4

<p>Purchase of new resources to enhance the wider curriculum</p> <p>Purchase wider range of books to support wider curriculum and take home books for pupils in KS2</p> <p>To fund visitors into school who enrich the curriculum, including Barnsley Music Service provision, Charanga</p> <p>Support residential costs/reduce school costs in school trips and provide wider school experiences and enhance learning</p> <p>Provide free school clubs for PP</p>	<p>writing and potential link between music and special awareness</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p>	
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**Total budgeted cost: £56,600**

## 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.

#### **Internal end of Year 2 assessments based on previous End of Key Stage 1 assessment:**

##### **Year 2**

Attainment for PP pupils at the end of Key Stage One

Reading 40% at expected standard

Writing 40% at expected standard

Maths 40% at expected standard

Progress from EYFS

Reading 60% made expected progress

Writing 60% made expected progress

Maths 60% made expected progress

##### **Year 6**

Attainment for PP pupils at end of Key Stage Two

Reading 50% at expected standard

Writing 40% at expected standard

Maths 30% at expected standard

Progress from Year 2

Reading 90% made expected progress

Writing 90% made expected progress

Maths 80% made expected progress

##### **Attendance**

Whole School Attendance for 2020 – 2021 was 95.6%.

Attendance of PP pupils for 2020 – 2021 was 94.1%. This was a two-year increase of 1.3% from 2018 - 2019.

School proactively engaged with parents (and where appropriate outside agencies) to improve attendance. PP pupils were actively encouraged to attend school during the National lockdowns. Where this wasn't possible, extra provision was made to support home learning through work packs and additional homevisits from PSA and SENCO.

All year groups had opportunities to focus on pupil wellbeing throughout the year, including during lockdowns and this gave pupils an especially smooth transition back into school.

Reception cohort (20-21) made rapid progress from their starting point. The cohort has six PP pupils. At baseline none were on track for Good Level of Development, none were on track literacy, 1 pupil was for Communication and Language and 1 was for maths. By the end of the year, 50% of these pupils achieved Good Level of Development.

The purchase of additional books to match sounds in phonics enabled pupils to rehearse learning through aspects of the curriculum.

The school purchase a range of books and other learning materials which enhanced the pupils learning in the wider curriculum, including a range of maths resources and ICT programmes.

## 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
X table rockstars	TT Rockstars