

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£55,000
Recovery premium funding allocation this academic year	£5,800
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	£60,800

# 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 Baptist'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	Limited life experiences and aspirations resulting in a lack of experiences to enrich 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>
<p>Provide a range of enriching experiences in order to widen experiences and aspirations</p>	<ul style="list-style-type: none"> <li>• There is an increased participation from PPP in a wider range of after school clubs and events offered</li> <li>• PPP are able to talk about their experiences</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional face to face Read Write Inc training for staff new to Foundation Stage and Year 1 to ensure fidelity to the scheme (£500)</p> <p>Fresh Start training for appropriate KS2 staff in order ensure children are best supported</p> <p>£2,000</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 and release time 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>£3,000</p> <p><b>Total = £5,500</b></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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Year 6 and Year 5 interventions in order to fill gaps in learning carried out by teaching staff beyond the school day</p> <p>2 x 1 hour x 20 weeks £1,700</p>	<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>	2, 3, 4
<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>£1,830</p> <p>Additional trained staff provide additional phonics sessions for off-track pupils in Year 2</p> <p>£700</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

<p>Additional Teacher in Reception Class setting for 1.5 days during Spring and Summer Term to support our most vulnerable cohort across the whole curriculum and with their social and emotional needs</p> <p>£13,140</p> <p>Total staffing – £17,370</p>	<p>Evidence indicates that one to one or small group tuition is effective providing approximately 5 additional months progress on average. (EEF)</p>	<p>2, 3, 4</p>
<p>Purchase 10 chrome books and specific apps to support in developing reading and maths skills for off-track pupils</p> <p>£2,000</p>	<p>Making use of digital technology + 4 months (EEF)</p>	<p>3, 4</p>
<p><b>Total = £19,370</b></p>		

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

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>Weekly tracking of attendance rates, PP and non-PP</p> <p>Attendance rewards for cohorts and termly for individuals</p> <p>Providing bespoke support for families, including those in FS, to foster a positive approach to school attendance, including home visits</p> <p>Close work with outside agencies – FSW</p> <p>Internal and external panel meetings</p> <p>Attendance Rewards £2,000 £1,000 SLT time</p> <p><b>Total £16,500</b></p>	<p>EEF Parental Engagement +3 months</p> <p>EEF Small improvements in attendance can lead to meaningful impact against academic attainment</p>	<p>1, 2, 3, 4</p>

<p>Opportunities to further develop accessibility to the wider curriculum for disadvantaged pupils through increased experience, opportunities and possibilities – Rocky Steady, Visits, attendance of after school clubs</p> <p>£3,000</p> <p>Purchase of new resources to enhance the wider curriculum especially around science DT and art</p> <p>£6,000</p> <p>Purchase wider range of books to support wider curriculum (history and geography) and take home books for pupils in KS2</p> <p>£6,000</p> <p>To fund visitors into school who enrich the curriculum, including Barnsley Music Service provision, Charanga</p> <p>£1,500</p> <p>Support residential costs/reduce school costs in school trips and provide wider school experiences and enhance learning</p> <p>£2,000</p> <p>Provide free school clubs for PP</p> <p>£1,000</p> <p><b>Total = £19,500</b></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 writing and potential link between music and special awareness</p> <p>Strong evidence of a link between an economic disadvantage and an attainment in STEM subjects</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p>	4
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**Total budgeted cost: £60,870**

## Part B: Review of outcomes 2022 - 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### May Review of Actions

#### End of Year Review

#### Regular attendance and improved punctuality will lead to improved outcomes

- PSA and office staff have worked proactively to ensure that specifically targeted pupils with traditional low rates of attendance have a closer watch. First day absences are record and phonecalls are logged. Bespoke support is given for families e.g. third day home visits (this could be earlier if the pupils are at particular risk). Barriers to attendance are discussed.
- Attendance is tracked for pupils at risk of becoming less than 90% and for those with low levels of attendance. Informal panel meetings are held in addition
- Attendance is shared in weekly in Special Mentions, with a trophy for the class with the highest attendance
- Internal panel meetings are held when thresholds are met. Time is given for the family to make improvements. External panel meetings are also held for extreme cases
- Current Attendance from start of year to end of April
  - Non-PP = 93.82% (National 94.5%)
  - PP = 92.57% (National 91.4%)

#### Further actions following May Review

- School has continued to closely monitor the attendance and punctuality of PP pupils
- Ensure that attendance and punctuality continues to be promoted within school through regular reminders on the school newsletter letters sent out to individual families who are falling below 90%. Meetings were held with families of children with low rates of attendance
- Home visits continued to happen after the 3<sup>rd</sup> day to check on the safety of pupils
- Further work to target specific children's punctuality, parents made aware of the importance of being punctual to school, minutes lost etc. Parents are asked to give a specific reason for lateness, this is followed up if it becomes a regular pattern

End of Year attendance data

Non-PP = 94.22% (National %)

PP = 92.49% (National %)

From September 2023, school will be sending all unauthorised holiday absences to the Local Authority for fining.

#### Pupils develop high levels of speaking and listening skills and have a greater understanding of a range of vocabulary

- Knowledge Organisers now contain subject specific and topic specific vocab which is explicitly taught to pupils. These are sent home to enable parents to be actively engaged in pupils learning and to ensure that parents are using the correct vocabulary and terminology when speaking to the children about their learning

- Staff have received training of higher levels of vocabulary.
- Pupils are able to articulate their ideas clearly as seen through external monitoring visits and conversations with children.

Further actions following May Review:

- Knowledge Organisers continued to be shared with pupils and at home. Adults within school engage in enriching activities to further develop vocabulary skills with children
- This is started in EYFS with dual coding evident across the provision
- Children are exposed to a language rich environment

**Regular support with relationships and social and emotional mental health will result in greater academic progress**

- New behaviour policy has been written and implemented with a clear focus on positivity.
- New timetable of interventions for pupils across school to specifically address SEMH needs
- Specific children have access to a CAMHS therapist.

Further actions:

- During the Summer Term, school provided Sensory Circuits for targeted children over lunchtime to promote physical activity, team-work, brain break in order to reregulate ready for afternoon learning
- Whole school training for teachers around SEMH needs
- SCI Team will deliver whole school training around behaviour and behaviours for learning

**All pupils become fluent readers to enable them to access a broad and balance curriculum**

- Staff have undertaken Fresh Start training.
- New books have been bought for the broad and balanced curriculum, particularly for wider curriculum subjects.
- Year 1 are on track for 80% pass rate at PSC.
- FS are currently 73% on track for ARE.
- Year 2 – 33% (1 out of 3) will pass in Year 2.

Further actions following May Review

- School continued to focus on providing high quality whole class reading sessions, small groups sessions and in some cases individual one to one reading for off track pupils.
- Early Reading and phonics continued to be a focus with the leader being proactive in observing practice and acting on recommendations from RWI training days and information from other training.
- Phonics Pass rate at end of Year 1 was 80.0% above national figure of 79.2%
- End of KS1 data for reading was 70.8% at expected (National 68%), 16.7% working above the expected standard (National 19%). APS 103.4

- End of KS2 data for reading was 75.9% at expected (National 73%), 41.5% working above expected standard (National 29%) APS 105.2

**Provide a range of enriching experiences in order to widen experiences and aspirations**

- Uptake in the number of pupil premium children accessing after school clubs
- All classes are either accessing a trip or a visit into school this year – pupil premium pupils are not expected to pay. This includes the Year 6 residential.

Further actions taken following May Review

- Continued to track and target PP pupils to encourage a greater uptake in wider curriculum activities
- Taking into account, pupils views in order to broaden the range of clubs available to children before/after school. This has resulted in a wider sporting offer been given to include rugby, athletics opportunities

## 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

## 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