

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	183
Proportion (%) of pupil premium eligible pupils	23.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024
Date this statement was published	Oct 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lee Spencer/Tamara Gulliver
Pupil premium lead	Lee Spencer
Governor / Trustee lead	Ian Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,996
Recovery premium funding allocation this academic year	£6,815
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	£69,811

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">• Attendance rate of disadvantaged pupils is in line with disadvantaged pupils nationally• Attendance rate of disadvantaged pupils is in line with non-disadvantaged pupils• Punctuality improvements results in reduction of learning time lost
Ensure increased levels of readiness for learning for pupils both at the start of the day and at times of transition	<ul style="list-style-type: none">• Time is given to pupils who arrive unsettled to school to prepare for learning• Children have greater focus and levels of concentration for learning• Children are supported through Sensory Circuits session at lunchtime
Regular support with relationships and social and emotional mental health will result in greater academic progress	<ul style="list-style-type: none">• Increasing the level of pupil confidence to raise engagement with the curriculum• Develop resilience and social, emotional and mental health strategies for specific pupils• An increase in positive behaviour across school

All pupils become fluent readers to enable them to access a broad and balance curriculum	<ul style="list-style-type: none"> • % of pupils achieving the expected standard in phonics at the end of Year 1 is above national for PP • % of pupils achieving the expected standard in phonics at the end of Year 2 is inline with national for PP • Pupils make progress with their fluency on the fluency reading test
Writing outcomes are improved across school, including with a specific focus on the sustained fluency of handwriting	<ul style="list-style-type: none"> • % of pupils achieving the expected standard in writing is above national for PP at end of EYFS and KS2 • The consistency of pupils handwriting is improved significantly • Pupils take increased pride in the presentation of their work
Provide a range of enriching experiences in order to widen experiences and aspirations	<ul style="list-style-type: none"> • There is an increased participation from PPP in a wider range of after school clubs and events offered • PPP are able to talk about their experiences

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: £18,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>£12,771</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>Additional release time for Phonics leader to carry out diagnostic assessments and regularly meet with staff to feedback from weekly drop-in sessions</p> <p>£2900</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>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</p>	<p>The impact of mentoring is likely to have a small positive impact on attainment of pupils (EEF)</p>	4

<p>ambassadors role including carrying out join observations and further develop their understanding of the subject</p> <p>£3,000</p> <p>Total = £18,671</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7620

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, with a specific focus on reading and writing</p> <p>4 x 1 hour x 20 weeks £1,700</p> <p>£2000</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 Teacher in Reception Class setting for 1.5 days during the year to support our most vulnerable cohort across the whole curriculum and with their social and emotional needs</p> <p>£5620</p>	<p>Evidence indicates that one to one or small group tuition is effective providing approximately 5 additional months progress on average. (EEF)</p>	2, 3, 4
Total = £7620		

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

Budgeted cost: £40,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance rates and encourage punctuality for disadvantaged pupils</p>	<p>EEF Parental Engagement +3 months</p>	1, 2, 3, 4

<p>Sharing of Attendance Policy and Trust Attendance Strategy on school website, refer these to parents</p> <p>Weekly tracking of attendance rates by PSA, sharing information with SLT at weekly meeting</p> <p>Proactively following up first day absences and fining as outlines in the policy</p> <p>Providing bespoke support for families, including those in FS, to foster a positive approach to school attendance, including home visits</p> <p>Use of PSA from other Trust School as next step before EWO Support</p> <p>Close work with outside agencies – FSW</p> <p>EWO support for school beyond statutory services</p> <p>Internal and external panel meetings</p> <p>SLT time work closely with PSA to produce reports for Governors and Trust, analysing data etc</p> <p>Ongoing review of the Behaviour Development Plan as part of the School Strategic Plan</p> <p>Total £18,300</p>	<p>EEF Small improvements in attendance can lead to meaningful impact against academic attainment</p> <p>See ‘The Link between Absence and Attainment at Key Stage 2’ (DFE)</p> <p>See, ‘Moments Matter, Attendance Counts’ (DFE)</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>Improve handwriting across school through the development and monitoring of a new handwriting scheme plus rewards</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>4</p>

<p>£2,000</p> <p>Purchase wider range of books to support wider curriculum (history and geography) and take home books for pupils in KS2</p>	<p>Strong evidence of a link between an economic disadvantage and an attainment in STEM subjects</p>	
<p>£5,000</p> <p>To fund visitors into school who enrich the curriculum, including Barnsley Music Service provision, Charanga</p>	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</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>Use of Sensory Circuits each lunchtime to assist pupils' readiness to reengage with learning in the afternoons and resources</p>		
<p>£500 + £1500 = £2000</p>		
<p>Total = £22,500</p>		

Total budgeted cost: £67,091

Part B: In-Year Review of outcomes 2023 - 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

May Review of Actions

End of Year Review

Regular attendance and improved punctuality will lead to improved outcomes.

Attendance figures from start of year to 17th May

- Attendance for PPP – 90.62% - Check national figures at end of the year
- Attendance for Non-PPP – 94.06%
- Overall attendance 93.17%
- PSA and HT meet regularly to review the ongoing attendance of pupils
- Gates opening earlier has help to reduce the number of children arriving late to school
- School is preparing parents for the national change in policy for non-attendance

Further Actions to be taken

- SLT members to attend Supporting School Leaders to Improve Attendance
- 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 3rd day to check on the safety of pupils
- School is continuing to send all unauthorised holiday absences to the Local Authority for fining.
- 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 = 94.14% PP = 91.11%.

Ensure increased levels of readiness for learning for pupils both at the start of the day and at times of transition.

- Meet and greet is working well for a small number of pupils first thing in morning,
- 3 children arrive through the front door, this gives opportunity for handover discussions with carers
- Parents/carers of regular late pupils rung as matter of priority, settles the children giving them fruit on arrival in order to ensure smooth start
- Guided reading on board for pupils to make a swift independent start
- Strong routines in place in FS and Year 1

Further Actions to be taken

- Develop strategies to engage a small group of potentially dysregulated boys from upper Key Stage Two

- School has continued to support pupils who need additional support in coming into school.
- Strong routines have continued to support all pupils in understanding expectations on entering the building.

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

- Time has been invested in developing new Behaviour Policy and the introduction of 5 clear School Rules that were determined with the School Council – these shared widely with all stakeholders – staff meeting, assembly with pupils, share via website with parents and through newsletter
- Introduction across school of whole class positive behaviour strategies – marble jars working well, children engaging positively, being used across classes
- External training for staff looking at the role positive mental health has in Managing and Analysing Behaviour
- Wellbeing groups led by trained TA in school are having positive impact on a significant number of children – these included 1 to 1 bespoke sessions
- Evidence from Year 6 SATS showed high levels of resilience and positive attitude towards their tests

Further Actions to be taken

- Emotion coaching planned for all staff June – to support staff to use language consistently
- Further training for support staff to enhance currently provision
- Staff accessed emotion coaching.
- Embedded practise of positive behaviour strategies
- Less pupils needed access to well-being groups by the end of the year.

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

- Phonics clearly led successful across schools – a whole EYFS has progressed from 35% on Track October 2023 to 83% on track May 2024
- Most recent Year 1 data (May 2024) all but 4 children not on track for meeting standard

Further Actions to be taken

- Following PSC analyse data for PP further and compare with any National %
- To make a plan for those pupils not making standard into Year 2 and Year 3
- End of year phonics data overall shows an improving trend 86.7% (26). However, 7/11 PP pupils passed 63.6% compared to 100% (19/19) of non-disadvantaged pupils.
- End of Year 2 data shows 85.7% (6/7) PP pupils passed the PSC compared to 91.7% (22) non-disadvantaged pupils.

Writing outcomes are improved across school, including with a specific focus on the sustained fluency of handwriting

- All staff attended training on handwriting at the beginning of the year, this is applied consistently across school
- Improvements in handwriting have been seen by SLT and English leaders
- General presentation in books has also improved
- Pupils talk about taking pride in their work and want their work to be selected to be Handwriting Hero

Further Actions to be taken

- Develop ways in which to transfer the style of handwriting more widely across the curriculum
- Book scrutinies have shown an improving picture.

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

- Broadening of club offer across school to include Lego club run for KS1 pupils and a TT Rockstars Club for KS2. Fun and Games is a new non-sports based club for KS1+2 children which has a large uptake across school
- Attendance to these sports clubs is monitored to include different groups of pupils

Further Actions to be taken

- Carry out pupil voice – what have they enjoyed this year ... what activities would they like to have opportunity to do next year
- School will offer a wider range of clubs based on pupil voice next year,

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