



# 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 and St Peter's Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Charlotte-Ward Lewis
Pupil premium lead	Nilam Hullait
Governor / Trustee lead	Sarah Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 190,990
Recovery premium funding allocation this academic year	£ 20,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
School Led tutoring Grant	£ 15,795
COVID Recovery carried forward	£ 3,040
<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	£ 230,415

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

At St John's & St Peter's Academy 'the children are at the heart of everything we do', and every member of our community is valued for their uniqueness and diversity and for the important role they play within our school community.

The gap between disadvantaged and non-disadvantaged has always been evidenced but has widened since the pandemic. It is more important than ever, that our school strategy focuses on support for disadvantaged pupils. As 63% of children are disadvantaged this pupil premium strategy addresses whole school issues as well as those specific to individual and smaller groups of disadvantaged children. The ultimate objectives from the use of this strategy, is that our disadvantaged children will make as much as and in some cases more progress than the non-disadvantaged. We hope to ensure that our children have the want to be aspirational and achieve well, both academically, socially, emotionally and want to become successful learners and good citizens. We also aspire to involve parents in the education of their children and enable them to support the ultimate objective.

Currently, the Pupil Premium funding has been used to deploy support staff to provide the targeted support and interventions that our children need. However, we recognise that the impact of this in some areas has been limited so therefore we want to ensure that staff use evidence based whole class teaching interventions. The EEF Diagnostic Toolkit and recommendations to support the use of the funding to improve quality first teaching across the school as well as specific, targeted and measured interventions for certain groups and individuals.

To ensure consistency of teaching and learning across the school, we want to introduce instructional coaching as part of this and ensure that funding is targeted towards those children who most need it. We want high expectations for all and ensure all children receive quality first teaching differentiated to individual needs to ensure maximum progress can be made. This will include targeted CPD, especially for ECTs.

We also want to ensure that our Pupil Premium children have the same access/opportunities for learning as the rest of the school and that their progress and attainment is equal to or greater than their non-pupil premium peers.

As part of our on-going self-evaluation, we will continue to closely monitor all aspects of all our children progress. Pupil progress will be monitored more rigorously to ensure our improved assessment procedures are more robust and that our pupil premium is having an impact on all our pupils.

### **Challenges**

#### **Disadvantaged Pupil Progress and Attainment at KS2 in 2020/21**

Challenge number	Detail of challenge
1	Low prior academic attainment in Reading, Writing and Maths.
2	Many children enter school in Reception have little or no English and no Nursery experience. Covid and social isolation has impacted on our youngest children in school.
3	Deprivation means that children often live in crowded, poor housing, with few opportunities to experience life outside their community. This results in low academic aspirations.
4	Many parents have a negative attitude towards schooling stemming from their own experiences and engaging them is extremely difficult. Many have low literacy skills themselves.
5	The lack of engagement around home learning has resulted in wide gaps in knowledge, particular in early years and KS1. Communication, social interaction, phonics and literacy skills have particularly been of a concern.
6	Some children do display challenging behaviour which impacts on their learning

### Strategy aims for disadvantaged pupils

Measure	Activity	Outcome	Success Criteria
<b>Priority 1</b>	To ensure Pupil Premium children's progress and attainment is equal or greater than their non-pupil premium peers	<p>All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.</p> <p>All disadvantaged children are able to decode to an age-appropriate standard by the end of Key Stage 1 so that they can read age-appropriate books in Year 3 and above.</p> <p>This will enable children to engage in a love of literature and access the curriculum in Key Stage 2.</p>	<p>Disadvantaged pupils achieve be inline or above national averages for both KS1 and KS2 in Reading, Writing &amp; Maths in July 2022.</p> <p>Disadvantaged pupils achieve expected standard in phonics screening June 2022.</p> <p>Disadvantaged pupils make inline or above GLD in Reception in July 2022.</p>
<b>Priority 2</b>	To ensure that Pupil Premium children have the same access/opportunities for learning as the rest of the school	Children want to learn and want to come to school and develop a love for learning.	Curriculum to be engaging, fit for purpose and offers children opportunities outside of their community
<b>Barriers to</b>	<ul style="list-style-type: none"> <li>• Whole school vision and values with high expectations for all</li> <li>• Ensuring all children are receiving quality first teaching differentiated to individual need to ensure maximum progress can be made</li> </ul>		

<b>learning these priorities address</b>	<ul style="list-style-type: none"> <li>• Ensuring staff use evidence-based whole-class teaching interventions</li> <li>• Support to increase parental engagement &amp; subject knowledge to support children’s learning at home (ie: daily home reading, homework and home learning)</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: £ 3250.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Audit current interventions taking place and set up a working party to identify quality interventions with ‘real’ impact.</p> <p>Evaluate current effectiveness of support staff.</p> <p>Strategically planned CPD for Support staff on planning and delivering interventions to targeted groups of disadvantaged pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>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> <p>Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	1, 2 & 5
<p>To develop quality first teaching through Instructional coaching, This will also impact positively on staff morale as well as the quality of T&amp;L</p>	<p>Tom Sherrington – Walkthru’s <i>Instructional coaching - EEF – Education Week.</i> <i>Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli.</i></p> <p>To ensure consistency in application and delivery of key T&amp;L priorities and therefore improving pupil outcomes.</p>	1, 2, 5 & 6

<p>Purchase 'Little Wandle' to secure stronger phonics teaching for all pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p>	<p>1, 2 &amp; 5</p>
<p>Support for Early Years from an experienced Early Practitioner to enhance the environment, improve teaching and learning to ensure that children get the best start.</p> <p>The implementation of the Nuffield Language Early Language Intervention (NELI)</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p> <ul style="list-style-type: none"> <li>• There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</li> <li>• High-quality provision is likely to be characterised by positive, purposeful interactions between staff and children; activities that support children's language development; the development of early number concepts, and self-regulation.</li> <li>• The Nuffield Early Language Intervention is designed to improve the language skills of reception pupils (ages 4–5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early year's practitioner.</li> </ul>	<p>1, 2 &amp; 5</p>
<p>Pupil progress meetings will be held termly and there will be a key focus on identifying attainment and progress of the disadvantaged pupils.</p> <p>The use of FFT Aspire will be used to set ambitious targets and set precise actions in Pupil Progress meetings.</p> <p>FFT Tracker to incorporate assessment tracker for Reception this year to monitor pupil progress more effectively.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</a></p> <ul style="list-style-type: none"> <li>• Collection of data about the attainment and progress of disadvantaged pupils will help identify and target additional support.</li> <li>• Pupil's learning gaps will be identified and those in risk of falling behind will be quickly identified so they are supported with targeted interventions.</li> <li>• Small group tuition will be planned strategically across school through a rigorous monitoring of pupil's attainment and progress data in pupil progress meetings.</li> </ul>	<p>1</p>
<p>Targeted CPD delivered by our Lead Practitioners to develop strategies for more</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</a></p> <p>Improving the teachers' knowledge on effective differentiation will support the quality first teaching for all</p>	<p>1,2 &amp; 5</p>

effective differentiation.	pupils, including those who have the potential to achieve greater depth.	
Targeted CPD delivered by a SEND specialist to develop strategies for meeting the needs of the SEND children in each class.	This will ensure that all children's needs are initially being met within the classroom before any targeted intervention takes place.	1,2,5 & 6
<b>Barriers to learning these priorities address:</b>	<ul style="list-style-type: none"> <li>• Ensure all staff have access to and trained in using diagnostic tools and they can interpret the outcomes of the assessment, in order to plan the next steps in learning.</li> <li>• Ensuring staff use evidence-based whole-class teaching interventions</li> </ul>	

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

**Budgeted cost: £ 398,425.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor's will deliver one-to-one/group targeted interventions with targeted pupils falling behind age related expectations identified through pupil progress meetings.	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <ul style="list-style-type: none"> <li>• Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention's can be a powerful tool for supporting these pupils when they are used carefully.</li> <li>• These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.</li> <li>• Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes:</li> </ul>	1, 2 & 5

	<ul style="list-style-type: none"> <li>• Learning in one to one and small groups is carefully linked with classroom teaching.</li> <li>• For 1:1 tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained.</li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul>	
<p>Review current Phonics scheme and consider implementation of a new phonics scheme.</p> <p>Direct phonics interventions for pupils in KS1 not on track to achieve expected standard will be provided targeted interventions.</p>	<ul style="list-style-type: none"> <li>• A new phonics scheme 'Little Wandle' will provide consistency in the teaching of phonics across the school. All staff will be trained on the new scheme and resources purchased to support staff with the teaching of phonics.</li> <li>• Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</li> </ul>	1, 2 & 5
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• Staff apply phonics CPD to daily practice</li> <li>• Teaching phonics with fidelity using a systematic and synthetic approach using a validated scheme.</li> <li>• Ensure appropriate diagnostics are used to identify gaps and barriers to learning.</li> <li>• Ensuring staff make evidence-based decisions for interventions and use data as a tool to improve and identify need.</li> </ul>	

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

**Budgeted cost: £ 3995.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review Behaviour Policy and develop an Action Plan with clear consistent strategies to	<p><a href="https://d2tic4wv0liusb.cloudfront.net/guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wv0liusb.cloudfront.net/guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf</a></p> <ul style="list-style-type: none"> <li>• The EEF guidance report is designed to support senior leaders in primary and secondary schools to make better-informed decision's about their behaviour strategies. It includes a number of practical examples of programmes and approaches that should be helpful in schools and classrooms where</li> </ul>	3, 5 & 6

<p>support effective behaviour and pastoral support for PP children.</p>	<p>behaviour is generally good as well as where there are problems.</p> <p>This research focuses on three strategies:</p> <ul style="list-style-type: none"> <li>• Preventing misbehaviour happening.</li> <li>• How to deal with bad behaviour when it happens.</li> <li>• The importance of consistency and coherence when it comes to behaviour policies.</li> </ul>	
<p>Pastoral Care Managers to commence on NPQ Leading Behaviour &amp; Culture course to support pupils with behaviour including mental health and well-being resilience techniques and anger/anxiety management.</p> <p>Social emotional approaches embedded into quality first teaching</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <ul style="list-style-type: none"> <li>• SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additionally, they have an average overall impact of four months additional progress on attainment.</li> <li>• Interventions which target social and emotional learning seek to improve pupils' interactions with others and self-management of emotions, rather than the academic elements of learning. SEL interventions may focus on the ways in which pupils work with their peers, teachers, family or community.</li> <li>• This will be a school level approach to developing a positive school ethos, which will also aim to support greater engagement in learning.</li> <li>• Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</li> <li>• SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</li> </ul>	<p>4 &amp; 6</p>
<p><b>Barriers to learning these priorities address</b></p>	<ul style="list-style-type: none"> <li>• Ensure that all staff consistently follow the school's behaviour policy.</li> <li>• Ensuring close monitoring of attendance to ensure this does not prevent the work in school having impact.</li> <li>• Parental engagement</li> <li>• Pupils arriving at school hungry and wearing incorrect/unsuitable clothing.</li> <li>• Pupils arrive at school requiring emotional support for issues arising at home.</li> </ul>	

**Total budgeted cost: £ 230,415.00**

## Monitoring and Implementation

Area	Challenge	Mitigating Action
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<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Quality or education must be maintained after disruption and restrictions on delivery of lockdown.</li> <li>• Staff embedding the quality first teaching CPD into daily practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead Practitioner's/SLT to create a Monitoring &amp; Evaluation Calendar to ensure embedding of CPD.</li> </ul>
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>• Previous interventions and skills are revisited by supports staff and class teachers to ensure provision of whole class and small group interventions are effective and impactful. Assessment of learning needs are ongoing and acted on promptly.</li> <li>• Staff having time to plan for focussed interventions and groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to plan for effective and manageable interventions that have real impact to pupil outcomes.</li> <li>• Further time invested in CPD to ensure pupils' learning needs are met.</li> </ul>
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>• Ensuring all staff have consistent approaches with dealing with negative behaviour.</li> <li>• Engaging parents and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned time for all staff, including support and lunchtime staff to ensure consistent implementation of behaviour policy, understanding of positive behaviour strategies and pastoral support, including time to review and discuss.</li> <li>• Pastoral Care Manager works directly with target children/families.</li> </ul>

## 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.

We have experienced a period of significant instability in staffing combined with high mobility, as well as Covid-19 which has had a negative impact on KS1 data, which is below national average. We will need to address what is not making an impact on pupil attainment and look at what strategies need to be in place to ensure pupils are making progress in line with national average. This will include evidence based, strategies that will work for the context of our school before deciding on the most effective ways to spend the funding.

### 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*

<b>Programme</b>	<b>Provider</b>
Reading Programme	Fischer Family Trust