

St John's Catholic Junior School

2022-23

“Love one another as I have loved you.”

Pupil Premium Strategy Statement



Pupil Premium Strategy Statement

Agreed by Governors Date: Autumn 2022**Review Date: September 2023**

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 Catholic Junior School
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs Elaine Mullins
Governor / Trustee lead	Mr Tony Evans (PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,480
Recovery premium funding allocation this academic year	£8,200

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year school this academic year	£80,680

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Aims
<ul style="list-style-type: none">• To reduce the attainment gap between disadvantaged pupils and their peers in Reading, Writing and Maths• To support the well-being and mental health of all our pupils following the period of disruption to learning during the pandemic.• To improve the attendance of disadvantaged pupils
Guiding Principles for our Strategy
<ul style="list-style-type: none">• We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to the school.• We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.• During pupil progress meetings, we will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.• Our Covid Recovery strategy will align with our Pupil Premium Strategy and whole School Development Plan and should be read alongside these two documents, as part of the whole school strategy.
Evidence Informed Tiered Model
<p>We will be utilising the EEF's recommended Tiered Planning Model to target recovery provision in the following areas:</p> <ul style="list-style-type: none">• Quality first teaching – <i>'high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged'</i> EEF Moving Forwards, making a difference 2022-23• Enhancing the quality of teaching through high quality staff professional development• Targeted academic support – accurately use of effective interventions, based on diagnostic assessments, to support pupils in diminishing differences between disadvantaged and non-disadvantaged.• Wider support – these strategies will focus upon: mental health, emotional well-being, learning behaviours, social and emotional learning, attendance and punctuality and family support.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills leading to lower outcomes
2	Growing attainment gaps between socially disadvantaged pupils and their classmates due to Covid-19.
3	Poor metacognition and self-regulation leads to lower attainment in reading, writing and maths.
4	Impact of partial school closures on wellbeing, behaviour, relationships, attendance and cultural capital

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
1. Increased rates of progress for children in Year 3 to Year 6 focusing on Communication and Language	From baseline assessments, disadvantaged children and children with English as an additional language make good progress and achieve in all areas and accelerated progress if they have started below that of their peers.
2. Increase in the number of disadvantaged learners achieving combined (reading, writing and maths) expected levels by accelerating progress through each year group and close the attainment gap between disadvantaged and their class mates.	The % of disadvantaged learners achieving 'Age Related Expectations' and Greater Depth in reading, writing and maths and combined at the end of KS2 is at least in line with local and national comparators.
3. Improved metacognition strategies result in greater retention of learning. Complete third year of our journey to become a Thinking School.	Staff trained in Developing Metaconition: Creating and breaking habits of mind Motivation, Feedback and Thinking Routines Children become more self-regulated learners. They will be able to think in a creative, critical and reflective way. They will plan, reason, solve problems and tackle complex ideas. They will understand how they learn best. Pupils will learn quickly from their experiences and pupil outcomes will improve.

4. To use results of PASS to establish baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels.

Wellbeing, behaviour and relationships

Improvement in results from PASS surveys in the following areas for y4, 5, and y6 as highlighted through previous results.

'Self-regard as a learner'

'Response to curriculum demands'

All pupils to take PASS survey

Identify key 'Factors' to be improved throughout the year

Analysis of year 3 results plus identify lowest factors that require improvement

Attendance

Improved attendance for disadvantaged pupils

Cultural experiences

Children to experience a range of cultural capital opportunities throughout the academic year.

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

Budgeted cost: £55,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Increased rates of progress for children in Year 3 to Year 6 focusing on Communication and Language		
<p>All staff to model the use of high-quality academic vocabulary in their classroom practice using Alex Quigley's 'Closing the Vocabulary Gap' Framework and 'Word Aware'.</p> <ul style="list-style-type: none"> All teaching staff receive CPD the 'Research to teaching' Closing the Gap. The Masterclass by Alex Quigley. All staff to attend 'Word Aware' training (thinking, talking @yahoo.org, Language for thinking and Language for Behaviour & Emotions). Staff use of Word Aware consistently across school to develop children's vocabulary 	<p>Research done by the EEF shows that "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year."</p> <ul style="list-style-type: none"> Assessments will indicate progress and the gap in each year group will be diminished. 	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
2. Increase in the number of disadvantaged learners achieving combined (reading, writing and maths) expected levels by accelerating progress through each year group and close the attainment gap between disadvantaged and their class mates.		
<ul style="list-style-type: none"> • Pedagogy CPD for all staff in good teaching and learning from external provider • <u>Reading</u> <ul style="list-style-type: none"> ➤ Monitor and evaluate new initiatives from 2021-2022 in reading pedagogy ➤ Address areas for development • <u>Writing</u> <ul style="list-style-type: none"> ➤ Purchase Literacy Counts Moderation CPD ➤ Continue to moderate with other schools across year groups and with external provider – Literacy Counts ➤ HT/DHT to conduct Deep Dive into writing with a focus on disadvantaged ARE/GDS • <u>Maths</u> <ul style="list-style-type: none"> ➤ New subject leader to work with Maths Mastery Lead to audit the teaching of fluency in maths ➤ CPD for MNP for new members of staff with Maths Mastery Lead at Learning Hub ➤ Team teaching opportunities with Maths Mastery Lead ➤ Deep Dive in maths for all staff. ➤ Address areas for development from Deep Dive ➤ Purchase new updated maths resources from Maths No Problem 	<p>EEF Moving forward, making a difference 2022-2023 ‘There is clear evidence that learning in both literacy and mathematics has been adversely impacted by the many challenges posed by the pandemic. Some research also shows that disadvantaged pupils have fared worse than their classmates causing a historic gap in attainment to further widen.’</p> <p>Some consistent recommendations across reports are listed below.</p> <ul style="list-style-type: none"> ➤ Use of manipulatives and representations to aid pupils’ mathematical understanding ➤ Explicitly teach problem solving strategies comparing different approaches ➤ Develop a rich network of mathematical knowledge for pupils, for example, emphasising the connections between mathematical facts, procedures and concepts ➤ Develop pupils’ independence so that they can plan, monitor and evaluate their mathematical thinking. <p>Deep Dives, Learning walks, Pupil Voice, Book Looks and NFER assessments will indicate progress and the gap in each year group will be diminished.</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
3. Improved metacognition strategies result in greater retention of learning. Complete third year of our journey to become a Thinking School.		
<p>CPD All staff to complete final CPD on becoming a Thinking School</p> <ul style="list-style-type: none"> ➤ Developing Metacognition: Creating and Breaking Habits of Mind: Whole school staff training on intelligent learning behaviours and making and breaking Habits of Mind. ➤ Developing Metacognition: Motivation, Feedback and Thinking Routines: Whole school staff training on understanding motivation to engage learners, the value of feedback and implementing Thinking Routines to develop thinking. <p>CPD for Thinking Frames needed in Autumn 2022 All staff understand the research and evidence base around thinking and memory</p>	<p>Research from EEF and Thinking schools highlight the importance of developing pupils' metacognitive knowledge of how they learn - their knowledge of themselves as a learner, of strategies, and of tasks as an effective way of improving pupil outcomes. https://educationendowmentfoudation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning</p> <p>EEF Toolkit recommendations:</p> <ul style="list-style-type: none"> • Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge. • Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning. 	<p>3</p>

<p>4. To use results of PASS to establish baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels.</p>		
<p><u>Wellbeing, behaviour and relationships</u> Improvement in results from PASS surveys in the following areas for y4, 5, and y6 as highlighted through previous results. ‘Self-regard as a learner’ ‘Response to curriculum demands’</p> <p>All pupils to take PASS survey at the start and end of year Identify key ‘Factors’ to be improved throughout the year Analysis of year 3 results plus identify lowest factors that require improvement PASS survey will highlight progress and areas for improvement for disadvantaged pupils and pupils with EAL.</p> <p><u>Attendance</u> Improved attendance for disadvantaged pupils</p> <p><u>Cultural experiences</u></p> <ul style="list-style-type: none"> • Children to experience a range of cultural capital opportunities throughout the academic year. 	<p>PASS diagnostic is a powerful multifactorial measure of students’ attitudes to school, learning and success. Its robust nature enables the data it yields to be used as a means of establishing baselines and support effective planning, implementation and evaluation of interventions at whole group and individual levels. It supports emotionally vulnerable young people and those with possible mental health issues to ensure that those most at risk do not slip through the net. The PASS factors are:</p> <ol style="list-style-type: none"> 1. Feelings about school 2. Perceived learning capability 3. Self-regard as a learner 4. Preparedness for learning 5. Attitudes to teachers 6. General work ethic 7. Confidence in learning 8. Attitudes to attendance 9. Response to curriculum demands 	<p>4</p>

Targeted academic support

Budgeted cost: £25,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Covid Catch up and Disadvantaged Pupils interventions in Reading, Writing, Maths.		
<p>Termly pupil progress meetings for all pupils, disadvantaged and SEND. Use base/impact measures and tracking sheet for intervention strategies and Orrets Meadow Impact Reports to integrate data effectively and identify the effectiveness of the intervention.</p> <ul style="list-style-type: none"> • Oracy: Speech and Language – Rachel Barton and Socially speaking. • Maths: Specialist Dyscalculia intervention led by Teaching Assistants and Specialist Teacher. • English: Specialist Dyslexia intervention led by Teaching Assistants and Specialist Teacher. • Reading 1:1 Successful Reading Partnership - additional small group guided. • Zip Phonics/Decoding • Nessy • Century • Writing: Teacher Conferencing (targeted feedback). Non class based lead Teachers to offer staff CPD, small group teaching and focused intervention. 	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)</p> <p>See: Teaching and Learning Toolkit EEF</p> <p>‘Schools should use structured interventions with reliable evidence of effectiveness and use them with “fidelity”.’</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk). NFER, Orret’s Meadow assessment and impact reports, termly Reading Ages and Maths Sandwell Ages assessments will indicate progress and the gap in each year group will be diminished.</p>	<p>1 2 3</p>
Liaise with external agencies and monitor impact of suggested interventions and recommendations (SEND and vulnerable pupils).		
<p>SENDCO to work alongside class teachers and parents to review barriers to learning and external reports/recommendations. SENDCO to create Individual Plans to identify individual priorities. Bespoke programmes of support developed to meet individual needs.</p>	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4</p>

Wider strategies

Budgeted cost: £12,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Impact of partial school closures on wellbeing, behaviour, relationships, attendance and cultural capital		
<ul style="list-style-type: none"> • SLT, SENDCo and Pastoral Support Worker to identify barriers to learning and implement appropriate intervention. • SLT, SENDCo and Pastoral Support Worker to work with class teachers to support individual need. • SLT, Pastoral Support Worker and Attendance Team to work with disadvantaged families and also local authority to improve attendance. • Our Family Support Worker working alongside the Headteacher and Attendance Team will work with identified families on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance. • SLT, SENDCo and Pastoral Support Worker to work with families and identified children on bespoke intervention/nurture well-being programs. <p>Circle of Friends Lego therapy</p> <p>Social skills / nurture groups run to support additional needs.</p> <ul style="list-style-type: none"> • Behaviour • Social and emotional • Self regulation • Bereavement counselling • Trauma counselling <p>High quality 1:1 sessions with identified children will show improved attitudes and behaviours for learning. This will be demonstrated in the termly report to Headteacher and Governors. Family Support Worker to provide pop in club at lunchtime, support identified children to develop improved learning behaviours and resilience for learning.</p> <p>Residential Costs (£570)</p> <p>To support PP families and children to access school residentials. Y6 go to Barnstondale.</p>	<p>Research from the EEF show that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Interventions which target social and emotional learning (SEL) seek to improve children's' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions to focus on the ways in which children work with (and alongside) their peers and teachers.</p>	<p>2 4</p>

Total budgeted cost: £93,384		
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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 2021 to 2022 academic year.

Desired outcome	Impact
<p>To use the language and strategies of metacognition to improve children’s retention throughout school</p>	<ul style="list-style-type: none"> • Completed second year of Thinking Schools Training • Introduced and implemented My Happy Mind programme through year 3-6 • High quality training delivered using the EEF framework for Metacognition and Self–regulation. Training to be delivered in 2022/2023 on ‘Developing Metacognition: Creating and Breaking Habits of Mind’ and ‘Motivation, Feedback and Thinking Routines’ • All staff understand the key elements of cognitive science and the importance of regular revisiting to ensure learning is transferred to long term memory. • Drive team monitored and evaluated behaviours and attitudes through ‘Pupils, Attitudes to Self and School’.
<p>To improve reading and maths outcomes from Year 3 to Year 6, particularly focusing on pupils who are disadvantaged or have EAL.</p>	<p>See teacher assessment below</p> <ul style="list-style-type: none"> • Raised profile of reading across school through: <ul style="list-style-type: none"> • Sharing of high-quality class reads – Literacy Counts • Introduced new structure for reading lessons • Investment in new books for class libraries in particular to support the curriculum • Termly Pupil Progress meetings have tracked and monitored PP children who are at risk of not meeting expected standard and interventions put in place. • Interventions have been monitored and evaluated by SLT • Impact overseen by SLT. Pupil progress meetings have been used to drill down to identify progress and next steps. • Targeted Intervention for identified PP pupils have taken place following pupil progress meetings: <ul style="list-style-type: none"> • Additional adult reads • Target readers and focus readers within class • SRP • Readingwise Zip Phonics/Decoding • OMO Literacy and Maths • Century maths – personalized learning programme • Summer Reading Challenge

Pupil Premium Strategy Outcomes

- Our internal and external assessments during 2021-2022 suggest that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.
- Evidence from EEF 2022 indicates the attainment gap between socially disadvantaged pupils and their classmates has grown. This is also the case at St John's.
- Evidence from EEF 2022 shows that despite some recovery, on average, pupils were not performing as well as in both maths and reading as pre-pandemic cohorts. This is reflected in school's outcomes also.
- As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we intended.

Reading

	Disadvantaged Pupils Working towards ARE	Non Disadvantaged Pupils Working towards ARE	Disadvantaged Pupils Working at ARE	Non Disadvantaged Pupils Working at ARE	Disadvantaged Pupils Working at GD	Non Disadvantaged Pupils Working at GD
Year 3 12 pupils	42%(5)	26%(16)	50%(6) +8% from Sept 21	56%(34)	8%(1) +8% from Sept 21	18%(11)
Year 4 14 pupils	50%(7)	29%(18)	43%(6)	55%(34)	7%(1) +7% from Sept 21	16%(10)
Year 5 10 pupils	70%(7)	22%(14)	30%(3)	43%(27)	0%	35%(22)

Writing

	Disadvantaged Pupils Workingtowards ARE	Non Disadvantaged Pupils Working towards ARE	Disadvantaged Pupils Working at ARE	Non Disadvantaged Pupils Working at ARE	Disadvantaged Pupils Working at GD	Non Disadvantaged Pupils Working at GD
Year 3 12 pupils	58%(7)	46%(28)	42%(5) +25% from Sept 21	54%(33)	0%	0%
Year 4 14 pupils	50%(7)	53%(33)	50%(7) +43% from Sept 21	42%(26)	0%	5%(3)
Year 5 10 pupils	70%97)	22%(14)	30%(3) +20% from Sept 21	65%(41)	0%	13%(8)

Maths

	Disadvantaged Pupils Working Towards ARE	Non Disadvantaged Pupils Working Towards ARE	Disadvantaged Pupils Working At ARE	Non Disadvantaged Pupils Working at ARE	Disadvantaged Pupils Working at GD	Non Disadvantaged Pupils Working at GD
Year 3 12 pupils	50%(6)	54%(33)	33%(4)	39%(24)	0%	7%(4)
Year 4 14 pupils	43%(6)	37%(23)	57%(8)	52%(32)	0%	11%(7)
Year 5 10 pupils	80%(8)	29%(18)	20%(2) +10% from Sept '21	56%(35)	0%	15%(10)

Year 6 SATS 2022

Subject	Working At ARE	Working at GD
Reading	School 75% LA 71%	School 22% LA 25%
SPAG	School 80% LA 67%	School 15% LA 20%
Writing	School 56% LA 64% %	School 0% LA 10% %
Maths	School 59% LA 64% %	School 20 % LA 19%
Reading, Writing and Maths combined	School 42% LA 52%	School 0% LA 6%
Science	School 69% LA 52%	

Subject	Disadvantaged	Non Disadvantaged at GD
Reading	School 40% ARE and 13% GD LA 59% ARE and 13% GD	School 86% ARE and 13% GD LA 25% ARE and 32% GD
SPAG	School 60% ARE and 0% GD LA 52% ARE and 11% GD	School 86% ARE and 27% GD LA 75% ARE and 30% GD
Writing	School 33% ARE and 49% GD LA 49% ARE and 13% GD	School 0% ARE and 0% GD LA 3% ARE and 13% GD
Maths	School 40% ARE and 0% GD LA 50% ARE and 9% GD	School 66% ARE and 27% GD LA 72% ARE and 25% GD
Reading, Writing and Maths combined	School 20% ARE and 0% GD LA 36% ARE and 1% GD	School 50% ARE and 0% GD LA 61% ARE and 9% GD
Science	School 47% ARE LA 62% ARE	School 77% ARE LA 84% ARE

Desired outcome	Impact																				
<p>Pupils with a range of barriers to learning are ready to learn and develop good behaviours for learning.</p> <p>Pupils are able to regulate their emotions.</p>	<ul style="list-style-type: none"> Evidence from EEF 2022 suggest that there is emerging evidence that the pandemic has had a negative impact on children’s mental health. PASS (Pupils’ Attitude to Self and School) 9 factors were analysed for all children, however the following factors were identified as areas for development for PP children: <ul style="list-style-type: none"> ‘Self-regard as a learner’ ‘Response to curriculum demands’ Pastoral Support Worker worked with some individual children and their parents (if appropriate) Response to and evaluation of these sessions have been positive. PASS also showed the following areas as areas of strength: <ul style="list-style-type: none"> ‘Feelings about school’ ‘Attitudes to teachers’ Interventions which have targeted social and emotional learning (SEL) have improved children’s interaction with others and self-management of emotions. Attitudes to learning and social relationships in school are good as evidenced in PASS report 																				
<p>Improve attendance for PP pupils in order to raise attainment and get pupils’ learning back on track.</p>	<ul style="list-style-type: none"> Evidence from EEF 2022 suggests that attendance continue to be an area of difficulty for schools, particularly in the wake of the pandemic. Regular attendance meetings with parents, carers and LA attendance officer to support and improve attendance of PP, vulnerable and SEND child Attendance Team, Family Support Workers and LA officer have worked with individual families to to improve attendance. On a regular basis, they offer support and guidance to help remove any potential barriers for lack of attendance. Bespoke plans respond to the very individual causes for low attendance. <table border="1" data-bbox="770 1015 1718 1286"> <thead> <tr> <th>Category</th> <th>Total Attendance</th> <th>Authorised Attendance</th> <th>Unauthorised Attendance</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94.5%</td> <td>4.4%</td> <td>1.1%</td> </tr> <tr> <td>FSM</td> <td>91.9%</td> <td>6.6%</td> <td>1.5%</td> </tr> <tr> <td>PPG</td> <td>90.7%</td> <td>7.6%</td> <td>1.7%</td> </tr> <tr> <td>SEN</td> <td>93.0%</td> <td>5.6%</td> <td>1.4%</td> </tr> </tbody> </table>	Category	Total Attendance	Authorised Attendance	Unauthorised Attendance	Whole School	94.5%	4.4%	1.1%	FSM	91.9%	6.6%	1.5%	PPG	90.7%	7.6%	1.7%	SEN	93.0%	5.6%	1.4%
Category	Total Attendance	Authorised Attendance	Unauthorised Attendance																		
Whole School	94.5%	4.4%	1.1%																		
FSM	91.9%	6.6%	1.5%																		
PPG	90.7%	7.6%	1.7%																		
SEN	93.0%	5.6%	1.4%																		

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
Personal Best Programme – Low self-esteem, resilience, Focus - mental wellbeing and achieving their potential	Edsential