



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	203 (1 pupil = 0.49%)
Proportion (%) of pupils eligible for the Pupil Premium Grant	FSM = 6.37% SSP = 2.94% PLAC = 0.49% Total PP = 9.31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Rebecca Wright
Pupil premium lead	Jill Rae
Governor / Trustee lead	Martin Scoble

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,968
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	£27,968

## Part A: Statement of intent

Leaders and staff aim to fulfil our vision of 'nurturing potential within a Christian ethos'. We want all pupils, irrespective of background, to make excellent progress both academically and personally, achieving their full potential across the curriculum. Our PP Strategy aims to consider those groups of children who face additional challenges, in particular, but not limited to, those pupils for whom we receive the PPG. Our strategy plans to ensure that all pupils for whom we receive the PPG, along with other vulnerable pupils reach their full potential and the highest possible academic outcomes.

How does your current pupil premium strategy plan work towards achieving those objectives?

Based on a three-tiered model, our Pupil Premium Strategy enables staff to accurately identify the range of challenges faced and use QFT as the first tool in attempting to overcome these. Our strategy maps out our additional provision that is available to ensure that disadvantaged children are supported as necessary to overcome the challenges faced.

What are the key principles of your strategy plan?

We have six key principles:

- 1) Ensuring all pupils receive quality first teaching which considers the whole child – pastoral need and academic learning.
- 2) Act early to identify need and intervene appropriately.
- 3) Closing the attainment gap between disadvantaged pupils and their peers by providing targeted support for students who are not making the expected progress.
- 4) Addressing non-academic barriers to attainment such as attendance, social and emotional well-being and cultural capital.
- 5) Ensuring that the Pupil Premium Grant reaches the pupils who need it most.
- 6) Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Several disadvantaged pupils also have SEND barriers, which bring additional challenges to learning. We also recognise the importance of attendance at school and reasons given for absence among this group of pupils.
2	A small number of pupils do not meet the criteria for PP funding but are disadvantaged and meet the criteria for PP support. They may be receiving additional support through Early Help and family support, social workers or CAMHS, they may have a family member who is seriously ill, or they may be from homes with financial difficulties. They may be from the Traveller community, single parent families or be just above the income threshold which qualifies for FSM. In some of these cases there may be a significant pastoral need and a lower academic starting point than their peers.
3	Some pupils have encountered Adverse Childhood Experiences that count as mild trauma. These pupils may find it harder to learn leading to gaps in their learning along with lower levels of resilience and have a need for additional pastoral support.
4	A decreasing number of our disadvantaged children are from families serving in the military, (SPP). Due to relocation, or parental absence, the social and emotional needs of these families, can act as a barrier to learning as well as there being continuity gaps in academic learning. The PPG received for SPP children has reduced across the school. As the number of SPP has reduced it remains crucial that their needs remain at the forefront of consideration.
5	Due to budget constraints, this year we have 2 mixed Year 3 / 4 classes. We are aware that these class sizes have increased and have ensured that more TA support is available in these classes. Despite an increase in SEND, TA support has reduced across the school and is allocated according to need. The ELSA has had increasing demands on her time supporting in Classes as a TA, this has led to a decrease in opportunities for children to receive more targeted pastoral and ELSA support. Teachers are aware of disadvantaged pupils in their classes. Teachers have the challenge to identify early and take appropriate action when supporting potential SEMH difficulties. We recognise that this may impact on social and academic performance.
6	An increasing number of pupils are from Low-income families and an increasing number are entitled to FSM PPG. This year over half of our pupils in receipt of PPG are categorised as FSM. These families may require some support to fund residential trips and educational experiences. It is worth noting that Term time holidays increased, last year, among some families in this group, therefore an increased focus on attendance is required, with this group of pupils.

## Intended outcomes

Intended outcome	Success criteria
All PP and disadvantaged pupils will meet ARE or higher, with a focus on appropriate provision for SEN pupils and on greater depth outcomes.	Termly data drops and PP case studies to show progress, provision and impact of provision. Pupil voice to understand learning barriers/strengths.
All PP and disadvantaged pupils will have access to Quality First Teaching (QFT), with understanding on how their pastoral care impacts on their academic learning, enabling them to thrive at St John's.	Targeted CPD for teachers and LSAs so that many barriers can be overcome via QFT. Teachers will have a greater armoury of strategies to use in order to identify and meet the needs of pupils.

	<p>Through liaison with SENCo and Class teachers, ELSA support takes place in priority order. The ELSA is working in a range of classes and effective and excellent communication between ELSA and class teachers is taking place.</p> <p>As a result of one PP pupil moving to secondary school there are now Two PP children with SEND who are receiving the TLG intervention (Transforming Lives for Good). Two new PP pupils will begin TLG in 2025.</p>
<p>All families to have appropriate support of the very highest standard. PP Lead is a DSL and SENCO (Inclusion Lead). This is in place to develop the school's offer and supportive role.</p> <p>Inclusion Lead is supporting the ELSA and is monitoring the effectiveness of the Programs delivered. Inclusion Lead continues to work effectively with the Family Support Service within their changes.</p>	<p>Revised PP Paperwork to be included in Packs for All New Families to encourage as many eligible families to be identified at the earliest opportunity.</p> <p>PP Lead to further promote importance of Class Teacher role in recognising and taking action for PP children. Offer a range of opportunities for families to meet PP Lead. Where required– individual reviews with families to inform them of their child's progress/intervention outcomes. Targeted communication to families to engage them with school news, parent events and support.</p> <p>Where necessary, in discussion with parents the Inclusion Lead will make referrals to outside agencies.</p>
<p>Families where a parent is serving or has served in HM Forces feel supported. Children with a parent serving in HM Forces are understood and have their social and emotional needs as well as their academic needs met.</p>	<p>Due to the decrease in numbers, the former 'Mess club' has been discontinued to enable some children to attend a termly invitation to have lunch in the Snug.</p> <p>The Inclusion Lead will collect data and monitor attendance of clubs and extra-curricular activities to ensure all PP children have opportunities to attend an extra-curricular activity, either in or out of school.</p>
<p>Targeted support will follow plan, do, and review to ensure impact is measured.</p> <p>Inclusion Lead Uses her Senior Mental Health Lead Training to work with stakeholders to develop whole school strategy support staff with early identification and planning appropriate support.</p>	<p>Teachers are accountable in planning and ensuring appropriate provision for their PP pupils. They will review provision at least termly considering the impact on pupils' progress.</p>
<p>Children from Families with Low Incomes will feel understood and supported at school. All staff will have greater awareness and understanding of the challenges faced by the children and their families.</p>	<p>PP Lead attends ODBST network meetings and is using updated Buckinghamshire Disadvantaged Handbook for schools 24-25. This year a new format for teachers to record their provision for PP will be introduced. This will be shared and adopted by staff focussing on time saving and effectiveness. Trial case study form from ODBST</p>

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate role of Inclusion Manager to include combined role of SENCO, PP, SEMHL.	These areas are often interrelated and this year the SENCO has been given 2.5 days out of class to take on this newly created role. Half a day has been allocated to this from the PP funding. SENCO also has a previous Forces background and experience working in Service Children's school overseas. SENCO has completed SMHL and MHFA training in preparation for statutory requirement for Sept. 2025	1 - 5
CPD for Inclusion Lead on Reading	Reading and Assessment is a focus across the school. Inclusion Lead has carried out Little Wandle Training and will attend training from the EP service on latest Evidence based approaches.	1, 3 -5
Ensure high quality personnel are recruited as required to carry out support for class teachers in delivering QFT for pupils.	Ensure that Teaching assistants are allocated carefully to the right places at the right time. Teachers are able to plan learning and support, effectively for all groups of children in their class.	1, 2, 5
To ensure that staff well-being remains a high priority and that leaders are supportive and informed. Workload is considered when planning dates and deadlines. Staff feel comfortable and are encouraged to share feelings and that staff feel supported and are encouraged to manage their own well-being.	Staff that feel supported by school Leaders who are considerate of workload, will have better health, impacting on staff attendance and stability and retention of staff. This will be of benefit to the children and their learning. Inclusion Lead attends weekly TA meetings and Staff Meetings. Weekly staff meetings enable contributions from all and staff are supportive of each other, ensuring that communication is open and effective.	1 – 5
External CPD for staff: Supporting pupils who have suffered trauma and / or show SEMH needs in class.	Model the social and emotional behaviours you want children to adopt. Give specific and focused praise when children display SEL skills. Do not rely on 'crisis moments' for teaching skills. Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL. (EEF)	3 & 4
Purchase of a recommended PSHE scheme, 'JIGSAW' to embed high quality PSHE approach across the school for 3 years.	PSHE is highly valued at St John's. As a result of a 3 year implementation and evaluation of Jigsaw across the school community, Staff feel more confident in delivering a consistent and more rigorous PSHE curriculum. Children demonstrate greater awareness of the areas of PSHE and this is reflected in self awareness, behaviour and awareness of mental health across the school.	

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

Budgeted cost: £8968.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NESSY subscription for children in KS2 with specific reading and spelling barriers. Possibly trial an alternative following a dyslexia training course.</p>	<p>Following an evaluation of the use of our Nessy subscription, this has currently been reduced. The SENDCO is hoping to re-introduce this/ after looking at some additional materials from other providers.</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. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)</p>	<p>1 - 5</p>
<p>OT and EP Assessments for specific pupils.</p>	<p>Research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND.</p> <p>Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p> <p><b>The intensity of intervention (from universal to target to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. (EEF)</b></p> <p>In children with more complex needs and if deemed necessary by the Inclusion Lead and HT, some funding should be available for additional specialist assessments</p>	<p>1</p>
<p>ELSA to work with SENCO to plan and then provide 1:1 support for identified PP pupils in KS2.</p>	<p><b>“High Quality pastoral care is not an optional extra; it is fundamental to success.”</b></p> <p>Pupils with specific SEMH needs have been identified by SENCO in conjunction with class teachers. Where necessary and following monitoring / discussion with parents, if small group work has been tried or deemed inappropriate then 1:1 ELSA support will be provided.</p>	<p>2, 3, 5</p>
<p>SENCO supporting 'Transforming Lives for Good' as coaching approach to support identified children.</p>	<p>Following an extremely successful Review in November 2024 where TLG is soon to end for 3 identified children designated with PP FSM and SEND. We will identify 2 further children for TLG to begin in February 25. Following the review it was agreed that the Relevant Teaching staff will</p>	<p>2, 3, 5</p>

	also be enabled to access the Coaching Village, moving forwards.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA groups and individual small group support – 5 afternoons.	<b>“High Quality pastoral care is not an optional extra; it is fundamental to success.”</b> Identified children are supported with their Social and emotional needs, following an assessed, planned and reviewed programme lasting approximately 6-8 weeks. Children who have their social and emotional needs met are more able to progress effectively with their learning in class.	1 - 5
Read2dogs Pet therapy Trainee Play Therapist Peer Mentor Programme by Bucks Mind – 3 year program	Use a planned series of lessons to teach skills in dedicated time. Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch. Explore and prepare carefully before adopting a programme – review what is required to deliver it, and whether it is suitable for your needs and context.	1 - 5
Sing and String for Years 2 and 3	Additional class based Music tuition for children in these year groups, along with opportunities to try instruments that they may not otherwise encounter.	
Young Carers	A young carer is someone under 18 who looks after a parent or another family member. They take on physical and emotional duties that adults usually handle. It can feel scary and isolating. Support helps young carers come to terms with their parent's or other family member's illness or condition. It teaches them how to cope and guide them to build positive relationships outside the family. (Action for Children)	1 - 5
Membership to Little Troupers	If the school environment is responsive to the specific issues which service children can face,	3, 4

<p>Social Stories Books to support Military children</p> <p>HMS Heroes</p>	<p>those service children and their families will be better supported and thus thrive.</p> <p>The Armed Forces Covenant is a promise that people who serve in the Royal Navy, Army and Royal Air Force will not be disadvantaged as a result of that service. This means, for example, that if they have to move house, their children should not be disadvantaged in the school admissions process. More generally, school staff are aware of the needs of the armed forces community and what can be done to address them.</p>	
<p>Ensure that Trips and experiences for pupils are accessible to all. Consider giving plenty of notice and reach out to parents so children, especially FSM, do not miss out on enrichment experiences due to costs.</p> <p>Staff consider those children and families who may not be FSM but who may require financial support. PP Lead to work with SLT to plan a more streamlined and supportive approach for those who are in need.</p>	<p>Pupils should not miss out on educational visits, workshops and experiences due to financial hardship. Where this is the case, school will contribute towards funding these activities for our most disadvantaged pupils.</p>	<p>1 – 5</p>

**Total budgeted cost: £27,968.00**

#### 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 2023 to 2024 academic year.



In April 2022, OFSTED stated that,

*“Pupils at St John’s are part of a happy and inclusive community. Leaders ensure that pupils achieve well in school and become active participants in the wider community. Leaders have high expectations of pupils’ effort and behaviour. Pupils enjoy their lessons and take pride in working hard and getting along well with each other..... clubs are complemented by a strong curriculum that enables pupils to develop as well-rounded young people who make a positive contribution to society.”*

Outcomes for pupils in receipt of PPG 2023-24

<b>Pupil Premium 23 - 24</b>			
	Reading	Writing	Maths
Expected standard	76%	71%	74%
Higher Progress than starting point.	19%	19%	33%
Less progress than expected	5%	10%	10%
<b>Whole school 23-24</b>			
	Reading	Writing	Maths
Expected standard	82%	77%	74%
Higher Progress than starting point.	13%	11%	16%
Less progress than expected	5%	13%	10%

Phonics Screening Check

	Cohort Size	Expected standard
Y1 PPG	2	100%
Y2 PPG	4	100%

Y4 Multiplication Tables Check

	Cohort Size	Av Score
Y4 PPG	5	18

Y4 non-PPG	25	21
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## 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
Nessy, Reading and Spelling	Nessy.co.uk
Jigsaw (A recommended PHSE Scheme)	Jigsaw

## 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?	Allocation of ELSA Trained TA to carry out in class support, pre teaching, one to one support and small group support, daily or weekly catch-up sessions and support with social and emotional well-being. Allocation of some Inclusion Lead time for additional monitoring of SPP children.
What was the impact of that spending on service pupil premium eligible pupils?	Children from Service families feel included, supported and understood. They are happy and achieving well in school. Those pupils who were moving to different schools received opportunities to share feelings and extra transition sessions from our ELSA to ensure they felt positive and prepared for their move. Also see outcomes in Part B above.