

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 Upper Holloway CE Primary
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	31.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Oct 2021
Date on which it will be reviewed	Oct 2022
Statement authorised by	Brian Welsh (head)
Pupil premium lead	Nick Turpin
Governor / Trustee lead	Jane Airey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,260
Recovery premium funding allocation this academic year	£15,660
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	£160,920

Part A: Pupil premium strategy plan

Statement of intent

We employ strategies that we know will support our pupils increase their attainment, and ‘narrow the gap’.

In order to meet the above requirements, the Governing Body of St John’s CE Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2021-22 is to ‘diminish the difference’ so that our disadvantaged pupils are making at least good progress and achieving in line with non- disadvantaged pupils nationally. As a result of lockdown due to Covid 19 from Spring term 2020 onwards, many of the ‘gaps’ in learning for our disadvantaged pupils are now even greater than before and we will be using both Pupil Premium and Catch Up Premium to help address this.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of our school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings as well as more frequent meetings between the class teachers and leadership team.

In making provision for socially disadvantaged pupils, we recognise that not all pupils 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 and pupil premium. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged, including children who are supported by children’s services.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance levels and persistent absence
2	Language development – oracy skills and vocabulary
3	Development of phonics and early reading skills
4	Non-engagement with reading at home
5	Mathematical fluency
6	Low progress and attainment in reading, writing and maths
7	Mental health and wellbeing of vulnerable pupils

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
Improved attendance for our pupil premium children.	Attendance for our PP children is in line with that of their peers. Reduced number of PA (persistently absent) pupil premium children
Improved oracy skills and extended vocabulary	Children are more confident using a range of vocabulary across all areas of the curriculum
Increased phonic skills and ability to apply them to reading and writing	Proportion of pupil premium children achieving the expected level in phonics assessment tasks broadly in line with their peers and local/national averages
Continued development of reading for pleasure and increased engagement with reading at home	Greater proportion of pupils reading at home each day Children enjoy the core texts they study as part of CLPE units
Children are more confident recalling and applying their times tables and number bonds	Tracking sheets show an increasing proportion of pupils are confident using their bonds and times tables
Children are supported in addressing their mental health and wellbeing concerns	Targeted support planned for focus children

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: £12,769

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training and subscription for new phonics scheme (Little Wandle)</i>	DfE – the reading framework	3, 4, 6
<i>Training and subscription for CLPE</i>	EEF – Effective professional development recommendations	2, 6

<i>Training and subscription for Destination Reader</i>	EEF - Effective professional development recommendations	2, 4, 6
<i>Training for writing through Grow (planning and assessment)</i>	EEF - Effective professional development recommendations	6
<i>Subscription to Maths hub (Maths mastery)</i>	EEF - Effective professional development recommendations	5, 6
<i>TLR for literacy and maths leaders</i>		2, 3, 4, 5, 6

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

Budgeted cost: £174,909 (from pupil premium and Recovery Premium- £136,623)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NTP tutoring</i>	DfE guidance	2, 6
<i>TAs for delivery of wide range of interventions and support within class</i>	EEF - Effective professional development recommendations	2, 3, 5, 6
<i>Use of dyslexia tutor</i>	EEF - Effective professional development recommendations	6

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

Budgeted cost: £11,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of school home support worker</i>	DfE - Review of best practice in parental engagement	1
<i>Mental health and wellbeing – Reach Out Mentoring and school wellbeing service</i>		7
<i>Additional Educational psychology time</i>		6, 7

Total budgeted cost: £160,920

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

However, all classes undertook termly summative assessments to support their teacher judgements about pupil attainment. These assessments included PIRA (reading) and PUMA (maths) as well as White Rose maths unit and termly assessments. This baseline data showed that the 'gaps' had widened during lockdown and home learning.

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
Destination Reader (Hackney)	Hackney Learning Trust
Little Wandle (phonics and reading)	
White Rose	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)