

Pupil premium strategy statement - St John's Stonefold CE Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	25 (21.6%)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Burns
Pupil premium lead	Paul Burns
Governor / Trustee lead	Shirley Adams (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ NA
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,480

Part A: Pupil premium strategy plan

Statement of intent

St John's Stonefold is committed to ensuring that all pupils, irrespective of their background, or the challenges they face, have equal opportunity to make good progress and achieve high attainment across the curriculum. The focus for our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including those who struggle educationally and those who are already high attainers.

We regularly review and consider the challenges faced by pupils who are pupil premium, including those who have a social worker and/or are supported by the Children and Family Wellbeing service. The actions we have planned in this statement intend to support their needs, regardless of whether they are disadvantaged or not.

As a school, we are focussed on providing high-quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. The aim is to close the disadvantaged attainment gap but will ultimately benefit all pupils in school. The intention of this strategy and the actions within it are to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will take into account the common challenges and individual needs of pupils indicated in our robust assessment systems and not through assumptions made on the impact of being disadvantaged. Our aim is to ensure that our actions help pupils to excel across the curriculum. We will do this by ensuring:

- Disadvantaged pupils are challenged in the work that they are set
- School acts early to intervene at the point where challenges are identified
- We regularly review the impact of actions taken and any emerging needs of our pupils
- A whole school approach, bought into by all staff, raises expectations and outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with parents and pupils have identified the need for social and emotional support for PPG and PPG+ children. These challenges have a direct impact on the ability of pupils to access learning and affects their attainment.
2	Assessment data indicates that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Assessment data indicates that English (including reading) attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Discussions with parents and pupils have indicated that our disadvantaged pupils have less opportunities to experience extra-curricular activities that stimulate learning and boost attainment and progress within school.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
PPG children progress and attainment measures are in line with their peers	PPG children attend well and make at least good progress. Any gaps identified are closed through effective intervention to ensure they attain at least ARE.

PPG children are fully supported through additional support staff available to intervene for all aspects of school life PPG children are supported in all lessons	
PPG children are supported in all lessons with key children benefitting from bespoke TA support to ensure they have success. English and Maths interventions to close any gaps identified – support staff led Additional support for SEN who also have PPG identified.	PPG children are happy in school, attend well, are fully involved in the life of the school and attain in line with their peers
Curriculum is brought to life with additional resources and visitors to school Children experience varied learning opportunities and experiences PPG children are supported with cost of additional trips, etc	PPG children are engaged and inspired to do their best. They aspire to know more, learn more and do more. They produce high quality work from first hand experiences

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each class has consistent support each day with experienced staff. Support for both social/emotional and educational aspects of development	Children are able to achieve differentiated learning objectives in lessons through additional support and high-quality teaching and learning opportunities Emotional support each day to ensure all children have success and are keen to learn	1, 2, 3

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support in class with interventions facilitated by teachers and support staff.</p> <p>Equality for all – systems in class identify key learners and provide additional support</p> <p>Support time with identified support staff as</p>	<p>Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment</p> <p>Interventions to break down barriers and close the gaps</p> <p>SEN/PPG children are fully supported in class and have additional learning opportunities with their peers</p>	1, 2, 3

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

Budgeted cost: £2480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised trips and visitors to school to build a creative and enhanced curriculum</p>	<p>High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result</p> <p>Visitors, resources and wider learning opportunities, including trips, enhance the curriculum provision and is affordable</p>	4

Total budgeted cost: £38,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

PPG Outcomes at Year End

PPG numbers vary class to class, please note small numbers in some cohorts:

	PPG				
Year	No of Chn	Reading	Writing	Maths	GLD
R	4	50%	50%	50%	50%
1	2	0%	0%	0%	
2	2	50%	50%	100%	
3	8	38%	13%	63%	
4	3	33%	33%	0%	
5	6	83%	50%	50%	
6	3	67%	100%	33%	

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that in the phonics screening test, disadvantaged pupils performed below non-disadvantaged pupils but the in Y2 retake, disadvantaged pupils outperformed non-disadvantaged pupils. In KS2, disadvantaged pupils performed 20% below non-disadvantaged pupils in reading and maths and 25% below in writing but only 5% below in GPS. Combined data for RWM was 35% below for disadvantaged pupils. In Science, disadvantaged pupils performed 10% higher than non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that disadvantaged pupils need support to continue, particularly with those children who are borderline and PPG as they can make accelerated progress and quickly close the gap in the autumn term. Support for smaller classes still needs to be in place across school to enable both educational and emotional support. It is also essential to continue to enhance the curriculum and widen horizons and experiences for PPG children.

Based on all the information above, the performance of our disadvantaged pupils *did* not meet expectations in KS2, however, we are on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that smaller cohorts in Year 6 impacted greatly on performance data.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Developing an arts-based curriculum with a 2 year CPD program starting in the Autumn term 2025.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.