## OSJS Logo

## Over St. John’s CE Primary School

‘Let your light Shine before others.’ Matthew 5:16

**Pupil Premium Strategy**

## 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 effect that last year’s spending of Pupil Premium had within our school.

## School Overview

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| Detail | Data |
| School name | Over St. John’s CE Primary School |
| Number of pupils in school | 133 |
| Proportion of pupil premium eligible pupils | 39% |
| Academic years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | November 2022 |
| Dates on which it will be reviewed | November 2023  November 2024 |
| Statement authorised by | Emma Snowdon |
| Pupil Premium Lead | Emma Snowdon |
| Governor Lead | Hayley Rogers |

**Funding Overview**

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| **Detail** | **Amount** |
| Pupil Premium funding allocation this academic year | £77,583 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £77,583 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

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| At Over St. John’s, we intend to provide challenging opportunities for children to develop as independent, confident, resilient and successful leaners, irrespective of their background or the challenges they face. It is our intention that all pupils make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to accept challenge and achieve that goal, including progress for those who are already high attainers. The targeted and strategic use of Pupil Premium will support us in achieving this vision, allowing all pupils to flourish and be prepared for their future.  Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research shows that this has the greatest impact on closing the attainment gap between disadvantaged pupils and other pupils, but at the same time will benefit the non-disadvantaged pupils in our school.  Our principles include:   * ensuring that teaching and learning opportunities meet the needs of all pupils and that they are challenged at the appropriate level; * ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed; * taking action to intervene as soon as a need is identified; * adopting 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.

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| Challenge Number | Detail of Challenge |
| 1 | Our assessments and observations show that pupils, particularly those who are disadvantaged, start in Reception with poor language and communication skills. |
| 2 | Our assessments and observations show that reading and writing progress is lower among disadvantaged pupils at the end of KS1 and KS2 than other pupils. |
| 3 | Our assessments show that attainment in Maths across Years 2 – 6 for the academic year 2020-21 was low across all pupils, but in most year groups attainment for disadvantaged pupils was lower than other pupils. |
| 4 | Some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils and have heightened social and emotional needs that must be addressed through support provided by school in order for them to make academic progress. |
| 5 | Observations have shown that some pupils, specifically disadvantaged pupils, are displaying lower levels of engagement and behaviour for learning. |
| 6 | There is a significant cross over between disadvantaged pupils and those with SEN. |

## 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.

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| Intended Outcome | Success Criteria |
| Improved attainment in phonics at the end of Year 1. | Attainment of disadvantaged pupils in Year 1 phonics screening is in line with other pupils at Over St. John’s and is in line with national attainment of disadvantaged pupils. |
| Improved language and communication skills in Reception and KS1. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils by the end of KS1 and KS2. | Reading outcomes of disadvantaged pupils at Over St. John’s is in line with national attainment of disadvantaged pupils by 2024/25. |
| Improved writing attainment among disadvantaged pupils by the end of KS1 and KS2. | Writing outcomes of disadvantaged pupils at Over St. John’s is in line with national attainment of disadvantaged pupils by 2024/25. |
| Improved maths attainment among disadvantaged pupils by the end of KS2. | Maths outcomes of disadvantaged pupils at Over St. John’s is in line with national progress scores of disadvantaged pupils by 2024/25. |
| To achieve and sustain improved wellbeing for  all pupils in our school, particularly our  disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by data from student voice, teacher/ ELSA observations and fewer pupils with high levels of difficulties as assessed by mental well-being assessment by 2024/25. |
| Staff and children have begun to develop metacognition strategies to strengthen learning and engagement behaviours, particularly for our disadvantaged pupils. | New behaviour policy implemented. Children beginning to demonstrate use of metacognitive skills leading to self-regulated learning by 2024/25. |
| All subject leaders and teachers are clear on the additionality (adaptations) of the provision for disadvantaged pupils with SEN. | Progress across the curriculum of disadvantaged pupils with SEN is comparative to national progress scores by 2024/25. |

## Activity in this Academic Year – 2024-2025

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: £20,000

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| Activity | Evidence that Supports this Approach | Challenge number(s) addressed |
| Teacher CPD around Walkthrus to develop pupil retention of skills and knowledge.  Close Subject Leader monitoring to ensure application of above CPD.  Class cover for staff for above.  Development of Knowledge Organisers across all subjects.  Staff monitor the additionality (adaptations) for disadvantaged pupils across the curriculum in their subject areas. | [Principles behind Ofsted’s research reviews and subject reports - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/principles-behind-ofsteds-research-reviews-and-subject-reports/principles-behind-ofsteds-research-reviews-and-subject-reports)  Curriculum leaders have refined areas of the curriculum in light of the changes to progression of knowledge and skills in each subject which will feed into the development of Knowledge Organisers in child accessible format.  <https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>  Curriculum leaders and class teachers need to ensure that each subject is embedded in line with the intended curriculum to give all learners, **particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs,** through the use of Knowledge Organisers in a child accessible format to support retention of knowledge and skills.  <https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition> | 6 |
| Numbots and Times Tables Rockstars subscription  CPD on teaching of times tables to preparatory work at KS1.  CPD on fluency and reasoning in Mathematics for all staff.  Purchase standardised tests in Mathematics to support teacher assessment and comparison across year groups. | For the academic year (2021-22) the percentage of children **not** achieving ARE in Maths was:  Y1 47.1%  Y2 63.6%  Y3 63.2%  Y4 81%  Y5 85.7%  Y6 25%  This improved in the academic year 2022 – 23, but analysis of the Y4 MTC in 22-23 and 23-24, confirms that further support is needed.  In addition to this, analysis of the data shows that the attainment of disadvantaged pupils was lower than other pupils across the majority of year groups.  Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/)  Homework policy has been updated to incorporate the use of Numbots and Times Tables Rockstars.  [Homework | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework)  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| Purchase of summative assessment tests for reading.  CPD – support for planning, modelling, editing of writing.  Class cover for staff to carry out CPD and monitoring activities. | [Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  Seniors leaders have previously identified a need for explicit teaching of reading skills and strategies in a cumulative way through evidence based approaches in order to improve reading fluency and comprehension.  Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/)  A large majority of disadvantaged pupils continue to fall behind their peers in writing leading to a need for staff to identify and address reasons for this.  [EEF Guidance: Metacognition and Self-Regulation](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1699530305)  [EEF Improving Literacy KS2 Guidance](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1699511657)  [EEF Improving Literacy KS1 Guidance](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1699517280) | 2 |
| Metacognition and self-regulated learning  Class cover for staff to carry out CPD and monitoring activities. | Upon completing a learning walk focused on learning behaviours, senior leaders identified previous poor engagement and motivation, particularly among disadvantaged pupils. Whilst this has been worked on previously, it continues to be an area of priority. [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  “There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.” EEF teaching and learning toolkit. | 5 & 6 |

**Targeted Academic Support**

**(For example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £57,083

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| Activity | Evidence that Supports this Approach | Challenge number(s) addressed |
| WellComm digital toolkit for YR – Y1 | Communication and language skills of children entering Reception class at Over St. John’s are below average, particularly among disadvantaged pupils.  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| 1:1 and small group interventions carried out by Teaching Assistants.  Pre/post teaching | There is a continued need to target gaps in children’s learning, particularly among disadvantaged pupils.  Research from the EEF says that small group interventions can accelerate progress by 4+ months. These sessions are designed to suit the needs of individual children and may be 1:1 or small group.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1, 2, 3 |
| Class cover for staff to carry out screeners to identify need. | In order to improve outcomes for disadvantaged pupils with SEN, staff need to be aware of specific barriers to learning, such as dyslexia, attention difficulties or communication differences. | 6 |
| Renewal of Nessy Dyslexia Programme for increased numbers of children. | Dyslexic pupils benefit from a systematic, structured programme that takes place daily both in school and at home. | 6 |

**Wider Strategies**

**(For example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £500

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| Activity | Evidence that Supports this Approach | Challenge number(s) addressed |
| CPD on trauma informed practices and use of Zones of Regulation. | [Learning behaviours | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours) ‘When we use the word ​‘behaviour’ we can quickly assume that it relates solely to strategies to manage misbehaviour in the classroom. Crucial as these are, there is another dimension: how teachers can also explicitly support pupils’ ​‘learning behaviours.’ As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed.’ | 5 |

**Total budgeted cost: £77,583**

# Part B: Review of Outcomes in the Previous Academic Year 2023-2024

## Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

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| We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using Key Stage 1 teacher assessment and Key Stage 2 performance data, phonics check results and our own internal assessments.  Published data for 2024 is provisional at time of writing and this will be updated in due course.  The attainment gap between our disadvantaged pupils and non-disadvantaged pupils fluctuates.  We have analysed data in terms of attainment and progress as follows:  **% of children working at ARE 2023-24**   |  |  |  |  | | --- | --- | --- | --- | | **Reception** | **Reading** | **Writing** | **Maths** | | OSJ PP (3) | 67 | 67 | 100 | | OSJ Not PP (18) | 67 | 67 | 78 | | **Year 1** |  |  |  | | OSJ PP (6) | 83 | 50 | 68 | | OSJ Not PP (13) | 85 | 69 | 77 | | **Year 2** |  |  |  | | OSJ PP (6) | 50 | 33 | 67 | | OSJ Not PP (13) | 82 | 46 | 42 | | **Year 3** |  |  |  | | OSJ PP (7) | 27 | 14 | 27 | | OSJ Not PP (7) | 100 | 57 | 71 | | **Year 4** |  |  |  | | OSJ PP (9) | 22 | 11 | 33 | | OSJ Not PP (12) | 73 | 64 | 55 | | **Year 5** |  |  |  | | OSJ PP (8) | 50 | 25 | 38 | | OSJ Not PP (12) | 82 | 82 | 82 | | **Year 6** |  |  |  | | OSJ PP (8) | 50 | 50 | 50 | | OSJ Not PP (12) | 75 | 67 | 58 |   **Steps Progress Summer 2023 – Summer Term 2024**   |  |  |  |  | | --- | --- | --- | --- | | **Reception** | **Reading** | **Writing** | **Maths** | | OSJ PP (3) | 8.3 | 8.0 | 10.0 | | OSJ Not PP (18) | 7.7 | 7.7 | 8.0 | | **Year 1** |  |  |  | | OSJ PP (6) | 6.2 | 6.3 | 6.0 | | OSJ Not PP (13) | 6.5 | 6.2 | 6.5 | | **Year 2** |  |  |  | | OSJ PP (6) | 4.8 | 5.0 | 5.3 | | OSJ Not PP (13) | 5.5 | 4.7 | 5.0 | | **Year 3** |  |  |  | | OSJ PP (7) | 5.7 | 6.0 | 5.2 | | OSJ Not PP (7) | 6.4 | 6.0 | 5.8 | | **Year 4** |  |  |  | | OSJ PP (9) | 5.3 | 5.3 | 4.7 | | OSJ Not PP (12) | 6.0 | 6.0 | 5.5 | | **Year 5** |  |  |  | | OSJ PP (8) | 5.9 | 5.6 | 6.2 | | OSJ Not PP (12) | 6.2 | 6.4 | 6.4 | | **Year 6** |  |  |  | | OSJ PP (8) | 8.4 | 8.0 | 7.2 | | OSJ Not PP (12) | 6.3 | 6.4 | 6.2 |   While gaps in progress between disadvantaged pupils and other pupils at Over St. John’s is not significant in all year groups, outcomes of disadvantaged children across all subjects is generally lower than other pupils at our school. There is a crossover in those with SEN who are also disadvantaged which is higher than others in particular classes, and we also must bear in mind that we are a small school and therefore the data is not robust. However, observations by staff indicate that there can sometimes be a lower level of engagement among children in our classes and this is particularly the case among our disadvantaged pupils, which could be contributing to the gap. |