

Pupil premium strategy statement (primary)

1. Summary information					
School	St John's First School				
Academic Year	2024/25	Total PP budget	£13,320	Date of most recent PP Review	Autumn 2024
Total number of pupils	62	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Spring 2025

2. Current attainment		
	<i>Pupils eligible for PP (your school end of summer 2023)</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving in reading, writing and maths		%
% making progress in reading		%
% making progress in writing		%
% making progress in maths		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor spoken language
B.	Poor phonic skills and decoding
C.	Lack of social skills and experiences beyond their homes.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To be able to speak in full and detailed sentences	To speak accurately using a wide variety of vocabulary
B.	To be able to sound out words accurately	To use phonic skills accurately
C.	To be able to write and speak creatively and demonstrate empathy	To write or speak using a wide variety of vocabulary and understand how to be caring in their world in a rich environment
D.		

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To be able to speak in full and detailed sentences	To use TAs in the classrooms to help with interventions	TAs can help identify the children during whole class teaching and can take small groups out to help boost their understanding, as well as having quality first teaching	Teacher assessment review meetings. Performance management. Track the children's progress.	EC	At the end of each half term
To be able to sound out words accurately	To use Active learn, Stoke speaks and spelling shed to help teach and reinforce the phonics in class as well as small intervention groups	To use phonic tracker to help track progress and allow personal planning for each child. Active learn is taught in all classes to help plug the gaps. Phonic screening to be done on all children to track progress. Personal programs to be introduced on a daily basis.	Progress meetings held each half term and reviewed at the end of each term. Speak to the children to gain pupil voice.	EC	
Total budgeted cost					£11,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To be able to write and speak creatively and demonstrate empathy	To help support parents with the cost of extra curriculum and encourage the children to take part in after school clubs and residential.	Allowing children to have full access to the whole of the school life, they will be enriched with opportunities and experiences.	All parents will be made aware that school will help fund activities. Children will be spoken to about what they enjoy and what they would like to do in school. Monitor progress of the children's work and interaction with others in school.	EC	End of each term
Total budgeted cost					£ 700
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To be able to access all areas of the curriculum with confidence	Help support teachers and TAs with supporting all children whatever their need	Children able to access all areas of the curriculum with confidence. Children feel safe to have a go and not be afraid to fail. All children flourish in all areas in school.	Book looks, learning walks, moderation, staff meetings, staff training, INSET days, HOPE and ELSA training	EC/CA	Spring 2025
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To be able to speak in full and detailed sentences	To use TAs in the classrooms to help with interventions	PP children, began to make good progress during the spring term allowing the teachers to notice the improvements during independent learning.	PP children will all be tracked early on each term so personal plans can be put in place. New programs will be introduced to those children who struggle with the teaching of phonics. This needs to be done on a daily basis.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To be able to write and speak creatively and demonstrate empathy	To help support parents with the cost of extra curriculum and encourage the children to take part in after school clubs.	All children were able to access the experiences in and out of school, allowing all children to be fully immersed in the experiences, making the learning real.	Continue to support parents wherever we can. No child should miss out!	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To be able to use a rich vocabulary with confidence	Help support teachers and TAs with the teaching of writing by CPD Talk for Writing. Invest in speech and language program for EYFS.	TFW really helped children progress with their speaking and able to use rich vocabulary when talking. EYFS staff feel confident now in working with children who have speak and language difficulties, enabling them to reach their potential and age-related expectations.	Children in years 3 and 4 now need more emphasis on the punctuation and grammar as well as their sentence structure. Helping children with their speech and language as soon as they come to school helps them develop quicker. The need to encourage parents to read with children is a huge struggle but one we need to master!	
7. Additional detail				

