

Pupil premium strategy statement – St John the Baptist RC Primary School

This statement details our school's use of pupil premium (and recovery 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	210
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Michael Unsworth
Pupil premium lead	Michael Unsworth
Governor / Trustee lead	Elizabeth Skilling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,105
Recovery premium funding allocation this academic year	£12,096
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0.00
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>	£113,201

Part A: Pupil premium strategy plan

Statement of intent

At St John the Baptist RC Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

We recognise the importance of equipping children with the necessary skills and values required to succeed both academically and socially by providing them with access to a variety of exciting opportunities and a rich and varied curriculum.

High-quality teaching is at the heart of our approach, this is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment.

To ensure our approach is effective we will:

- challenge disadvantaged pupils in the work that they're set
- act early to intervene at the point a need is identified
- 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	Pupil's social, emotional and mental health needs impact on their resilience.
2	Pupils have poor language skills, including limited range of vocabulary, linked with limited life experiences.

3	Pupils have limited experiences beyond their home life and immediate community.
4	Poor attendance and high number of persistence absentees
5	Increase achievement in Mathematics and English across 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 have pastoral care in place to provide pupils with emotional support and ensure their physical wellbeing.	Through effective pastoral care support pupils in their natural progression but also facilitates the development of their self-esteem, social skills and ability to cope with issues around mental health.
Forest school provision across the whole school	Have the environment that stimulates the use of descriptive language, mathematical problem solving, calculating and taking acceptable risks, working towards personal reward
School trip to London for year 6 pupils	Pupils with curriculum linked knowledge and first hand learning experience
Increase attendance including persistent absenteeism	Improve attendance of disadvantaged pupils to at least 96% Reduce persistent absence
Increased achievement in Mathematics and English across the whole school	Better results in both subjects in KS1 and KS2

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: £ 43,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support for families through the Pastoral Manager so that parents engage and work in partnership with the school.	Increasing number of families and children needing support as evidence on vulnerable children list.	1,4
Pastoral Manager actively engages with pupils and parents to promote attendance at school	Attendance of pupil groups to be improved including persistent absentees.	1,4
Pupils develop their communication skills so they are able to express when they are feeling anxious or worried about potential concerns.	Impact on children through their behaviour and achievement	1

Budgeted Cost: £43,057

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

Budgeted cost: £26,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
To purchase Lightening Squad	A tutoring programme which improves reading skills for pupils	5
Catch up tuition	Establish small group interventions for disadvantaged pupils falling behind age-related expectations including catch-up.	5
Part time teacher for KS1 interventions	Small group interventions	5
Forest school lessons	Forest school lessons delivered to whole school on weekly basis	2

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

Budgeted cost: £43,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff in breakfast club	Provision of breakfast for health and wellbeing of the pupils and early start to improve attendance	4
Trip to London	Curriculum linked trip to London for year six pupils to experience first-hand learning	2,3,5
IT workshops for KS2 pupils	Using ICT in early years education allows children to explore, observe, engage, solve problems and make exciting discoveries.	2,3

Create Harry Potter Themed Library	<p>Possible benefits of having a library:</p> <ul style="list-style-type: none"> • Encourage the Practice of Reading • Scope of Personal Development • Boosts Concentration • Additional Support in School Subjects. 	2,3,5
Martial Arts Lessons	Martial arts lessons can help improve memory, build flexibility, confidence and self-esteem	1,2,3
Music lessons for whole school	<p>Playing an instrument or learning to sing requires real concentration. Quietness and calm whether on stage or in the classroom is essential. Working alongside other members of an instrumental or singing group helps children to recognise their own skills and appreciate those of others. This builds life skills and promotes the importance of working harmoniously with others towards a common goal.</p>	3

Total budgeted cost: £ 113,201

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school Pastoral Manager works closely with vulnerable families, providing reassurance and support during challenging and difficult times or transition. This includes signposting parents to specialist agencies and working with the children one to one and in group interventions. Multi agency working, including meetings and phone calls, take place to ensure there are robust systems in place to support families who are struggling to get their children to school for whatever reason in an effort to improve attendance and wellbeing. All pupils identified, receive appropriate support.

Provision of whole class music lessons provides pupils enriched curriculum. As well as being a way of relieving stress, music also helps children to manage their feelings better by expressing them through language. It gives them the chance to exteriorise their emotions through the instrument they are playing.

Forest schools provision has offered pupils opportunities to develop confidence, social skills, communication adeptness and more through interacting with nature. Forest Schools helps developing in each pupil the skills they need to become Capable Learners and Personally Sustainable.

Outdoor learning area and outdoor learning equipment for EYFS enabled pupils to be: Excited, energetic, adventurous, noisy, messy, create, invent, construct, deconstruct; investigate, explore, discover, experiment with their own ideas and theories

Externally provided programmes

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

Programme	Provider
N/A	

