



St John's Infants School Pupil Premium Review of Action Plan 2022-2023

2022-23 Pupil Premium Grant (PPG) Income from current children	£68560
Total number of pupils on roll	156
Number of pupils eligible for PPG / Ever 6	44
Number of pupils eligible for Child Looked after grant	1
Number of pupils eligible for post looked after child grant	3
Percentage of school population eligible for PPG/Ever 6/CLA/post CLA	31%
Amount of PPG/Ever 6 received per pupil	£1345
Amount of CLA funding received per pupil	£2345
Amount of post CLA funding received per pupil	£2345

1) Core purpose statement

In a creative, caring environment, we all support and challenge each other to develop confidence and independence. By exploring different choices, we are inspired to discover and succeed in lifelong learning.

‘A school where every child can shine.’

Research from the Sutton Trust has shown that the ‘poorest children are 11 months behind when starting school,’ (Closing Gaps Early, Sept 2017, K Stewart and K Waldfogel.) It also states that, ‘Disadvantaged students are twice as likely to leave formal education without GCSEs in English and maths than their better-off classmates.’ (The Attainment Gap, EEF, 2017.)

At St John’s we recognise that there are many reasons for children to be born into poverty and are determined to do all we can to not let their initial disadvantage affect their long-term prospects.

2) Introduction

St John’s Infants School is committed to ensuring that every child is supported and challenged to succeed in lifelong learning. We recognise that some children’s early experiences may place them at a disadvantage early on in their lives and understand that we need to provide these children with additional support to ensure they make the same amount of progress as their peers. One of the ways we do this is by using the Pupil Premium Grant to support disadvantaged children’s learning and well-being.

The Pupil Premium Grant (PPG) is awarded to children who are eligible for free school meals, or have been eligible for free school meals in the last 6 years (Ever 6). It is also awarded to children currently or previously in care and to children whose families serve in the armed forces. The allocation of the PPG is made annually, based on the January school census.

The unusual circumstances during the Covid pandemic resulted in 2 years of disrupted learning. This has meant that many children returned to school in 2020 with gaps in their knowledge, skills and understanding, as well as in their ability to concentrate and be independent. These issues remain a focus for this year, and as a result, our main focus continues to be to support learning in the classroom; to enable children to make accelerated progress.

Barriers to learning

Disadvantaged pupils at St John's Infants School commonly face the following barriers to achievement:

	Barriers to future attainment (for pupils eligible for Pupil Premium (PP), including high ability)
	Internal and External Barriers
A.	Significant identified gaps in learning created by an extended period of home learning.
B.	Lower levels of stamina and resilience in approaching learning, due to different experiences of home learning.
C.	High level of PP pupils with Social Emotional Mental Health needs (SEMH)
D.	Lower attendance rates for PP pupils
E.	Lower levels of speech development

Desired outcomes to diminish the difference between Pupil Premium funded pupils and other pupils

Please see the Action Plan below for more detail around the above desired outcomes.

	Desired Outcomes
A.	Narrow the gap in phonic development towards age related expectation (ARE) for PP learners in Years 1 and 2.
B.	Ensure all PP pupils make either expected or accelerated progress from their individual starting points in Reading, Writing and Maths
C.	Identify individual barriers for pupils with SEMH and target and deliver appropriate support
D.	Vigorous monitoring of low attendance rates for identified PP pupils/families throughout the year
E.	Vocabulary rich environment with emphasis on Speaking and Listening, particularly in Reception

Intended Outcomes of PPG Expenditure in academic year 2022-23 and impact of spend

Aim		Expected Outcome	Cost
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<p>To accelerate progress and raise attainment of pupils eligible for the Pupil Premium grant, particularly in light of missing months of school- based education due to Covid in 2020.</p>	<p>Maintain the delivery of the Read Write Inc programme. Refresher training -1 day course for all adults delivering Read Write Inc 21.10.22 All TAs and Teachers trained in delivering Read Write Inc. as a programme to raise standards in Reading and Writing. Read Write Inc. co-ordinator to deliver half-termly training update sessions to TAs and teachers All teachers and TAs to have 'pathway documents' to support delivery of RWI</p>	<p>For children eligible for the Pupil Premium grant to make at least expected progress, and to have raised attainment in reading, writing and mathematics.</p>	<p>£3550</p>
<p>Phonics (Early Years Toolkit + 4 months)</p>	<p>Smaller groups for Read Write Inc meaning teaching is targeted and focused to children's learning level and need</p>	<p>2 extra TAs employed to deliver RWI, to enable groups to be smaller Targeted children will make at least one group progress in RWI across the half term</p>	<p>£4256.56</p>
<p>Early Literacy approaches (Sutton Trust Early Years Toolkit + 4 months)</p>	<p>RWI Intervention to be delivered to children not keeping up with peers</p>	<p>2 additional TAs (RTu & RTa) employed to deliver Read Write Inc intervention for 2 hours daily across KS1 to enable children to catch up/keep up. Children will make at least 1 group progress in RWI across the half term</p>	<p>£8344.80 (£4172.40 x2)</p>
<p>Early Maths approaches (Early Years Toolkit + 5 months)</p>	<p>Additional TA support across the morning in Reception to ensure children's needs are met in a range of ways, including- Supporting speech and listening skills, Small group RWI delivery ensuring quality first teaching, Maths and Early Literacy support, Quality outside provision</p>	<p>2 Reception TAs (KT & JV) employed every morning to enable supported maths and literacy groups, ensuring pupils entitled to PP grant are able to receive quality first teaching, as well as ensuring high quality outside learning provision, with a strong focus on Speaking and Listening Narrowed gap between those in receipt of the grant and those not, vocabulary and focus increased</p>	<p>£7475.27 £6951.22</p>
	<p>1 ks1 TA employed every morning to enable supported maths and literacy groups, ensuring pupils entitled to PP grant are able to receive more access to quality first teaching.</p>	<p>Children will make at least 1 group progress in RWI across the half term Children will make progress towards age related expectations in maths</p>	<p>£7475.27</p>
	<p>4xpm TAs employed in KS1 to support children with PP across the afternoons to engage in learning across the curriculum, building up stamina for learning</p>	<p>Children's understanding and enjoyment of a broad range of curriculum subjects will be increased. They will be able to name and discuss different subject areas and will access differentiated learning delivered in small groups where appropriate</p>	<p>£13906.68 (3476.67 x 4)</p>

		Children will have access to high quality education, supported and differentiated where necessary, with fewer behavioural incidents	TOTAL £51959.80
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Impact of Spending 2022-23

The impact of Covid is still visible in the attainment of children particularly in Year 2. The percentage of pupils achieving the phonics screening has risen across the whole school, including the percentage of Year 2 children who retook the test having not previously passed it in Year 1.

Year 1 Phonics Screening Test (for children in receipt of Pupil Premium grant)

	Year 1	Year 2 retake
Pass	80% (12/15)	77% (10/13)

Despite these children making good progress to enable them to pass the phonics screening check, not enough progress was made for many of them to reach the expected level for the end of Key Stage 1 (Year 2.) Progress showed that children were narrowing the gap but needed more time to reach age related expectations, particularly in Writing. Pupil progress meetings identified 18 children in year 2 who would benefit from extra support with writing. During the summer term, KD and BM delivered writing club intervention for these children in 2 groups of 9, for 3 days a week from 3.10pm until 4pm. Of these children, 7 children entitled to the PP grant attended, and 6 of these reached the expected level at the end of term. A further 6 children entitled to the PP grant were invited, but did not attend.

As well as this, attendance and lateness has continued to impact attainment. Read Write Inc takes place at 9.00 every morning and this means that the pupils who are not in school on time miss vital learning. As children arrive late into the classes, it also causes disruption for the learning of those who have already started their input.

End of Year Assessments (for children in receipt of Pupil Premium grant)

Year 1

	Reading	Writing	Maths
Below	13% (2)	33% (5)	0
Just below	20 % (3)	27% (4)	27% (4)
On track	60% (9)	40% (6)	73% (9)
Greater depth	7% (1)	0	0

Year 2

	Reading	Writing	Maths
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<table> <tr> <td>Below</td><td>31% (5)</td><td>38% (6)</td><td>19% (3)</td></tr> <tr> <td>Just below</td><td>12% (2)</td><td>23% (4)</td><td>25% (4)</td></tr> <tr> <td>Ontrack</td><td>50% (8)</td><td>38% (6)</td><td>56% (9)</td></tr> <tr> <td>Greater depth</td><td>6% (1)</td><td>0</td><td>0</td></tr> </table>				Below	31% (5)	38% (6)	19% (3)	Just below	12% (2)	23% (4)	25% (4)	Ontrack	50% (8)	38% (6)	56% (9)	Greater depth	6% (1)	0	0
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<p>Reception</p> <table> <tr> <td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr> <tr> <td>Emerging</td><td>33% (6 pupils)</td><td>33% (6 pupils)</td><td>33% (6 pupils)</td></tr> <tr> <td>Expected</td><td>67% (12 pupils)</td><td>67% (12 pupils)</td><td>67% (12 pupils)</td></tr> </table> <p>Writing remains a focus for children in both Years 1 and 2.</p>					Reading	Writing	Maths	Emerging	33% (6 pupils)	33% (6 pupils)	33% (6 pupils)	Expected	67% (12 pupils)	67% (12 pupils)	67% (12 pupils)				
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<p>c) Improve the social and emotional wellbeing of our most vulnerable pupils.(+3 months Early Years Toolkit)</p> <p>Improve self-regulation (+7 months Early Years Toolkit)</p>	<p>Nurture Group provision 3x afternoons per week</p> <p>Nurture leader to use emotion coaching principles to work with children in receipt of the PPG within a small group, and used as support for social skills, Lego therapy, gross motor control, forest school activities and learning support, or any area that the teacher deems worthwhile for the child/children.</p> <p>Min Robinson - Bubble Club intervention</p> <p>Adult employed to carry out intervention with individuals and small groups of children. Focus on emotional regulation, building resilience, calming strategies and emotional well-being</p>	<p>Reduction in recorded behavioural incidents</p> <p>Nurture Group Leader pay</p> <p>Resources</p> <p>Children will be able to name how they are feeling and will have some strategies to use independently if they are upset or cross. Children will feel valued and respected and will feel better about themselves having a safe space to speak about important issues to a trusted adult.</p>	<p>£2086.20</p> <p>Additional grant provided by alternative provider</p> <p>TOTAL £2086.20</p>																
	<p>Impact of Spending</p> <p>Min Robinson- Bubble Club intervention</p> <p>Pupil voice - 'Yes! Mrs Bubble. I can tell her all about my bad night,'</p> <p>'Mrs Bubble loves it when I talk about Minecraft,'</p> <p>'Mrs Bubble listens to all my worries,'</p> <p>'I know about using the hand breathing when I am angry.'</p>																		

	<p>Nurture group- Adults used Emotion Coaching principles to engage with pupils, Focused activities based on teamwork and cooperation Children with EHCPs and specific plans encouraged to work alongside peers</p> <p>Some children expressed that they didn't like missing out on class based learning, such as Science or Art lessons, Behavioural incidents involving attending children were not dramatically different to when they did not attend, One child could actually become more aggressive during the nurture group.</p> <p>Impact- Although it was a positive experience for 5 / 7 children most of the time (Pupil voice- 'I love Nurture group most of the time because I get to play,') 2 children were a bit scared at times while attending during the summer term, so stopped attending. The cost impact of the ratio of adults to children was high and the results of reduced behavioural incidents were not significant. Therefore we will find alternatives for next year. This will also mean children are not missing significant chunks of learning time in the classroom.</p>		
Improve the social and emotional wellbeing of our most vulnerable pupils.(+3 months Early Years Toolkit)	Some pupils entitled to the PPG have expressed a desire to have book-bags and school uniforms so that they can feel the same as their peers. (Pupil Voice) Uniform and school accessories are available for these children to access when necessary.	Pupils entitled to the PP grant feel the same as their peers and have access to clothing appropriate to the weather	£500
	Forest school provision	Forest school teacher employed to work across the school Increased opportunities for pupils to explore a range of different skills - increased enjoyment	£12000 TOTAL £12500
	<p>Impact of Spend School Uniform Pupil voice 'I just love it when I feel smart.' 'I like looking the same as ____ because we look like sisters in the same clothes and we tell everyone we're sisters.' Parent voice 'It makes a big difference- just to know she's got a jumper and a warm fleece gives me a real boost. Thank you for caring about her.' 'It's one less pressure to think about. We are so grateful.'</p> <p>Forest School</p>		

	Children have opportunities to dig, explore, create, complete manual work and explore the elements, building fires, making dens and investigating habitats. Children from Reception to Year 2 gain many experiences not taught in the classroom, and can build resilience, perseverance and determination. The majority of pupils look forward to their forest school activities and gain huge enjoyment from it, adding to the range of skills developed over their time at St John's.						
Improve the attendance of children entitled to the PP grant	PFSA, Mandy Thorpe and headteacher to analyse attendance weekly, Initial letters sent out to low attenders, explain to parents importance of good attendance, Meeting with PFSA and Senior Management with parent, identifying barriers to attendance and support strategies, Offer of PFSA to visit home to see the morning routine Offer of the school bus if necessary, eg parental disability, Governors to send letters of congratulations for parents for whom attendance has improved			School is making every attempt to increase attendance for PP children in line with those not in receipt of the grant		Cost from alternative cost centre	
	Impact of Spend						
	2022-2023	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
	Pupil Premium	44	90%				
	No Pupil Premium	116	85%				
	Pupil Premium pupils are in school more than non-pupil premium pupils. Families of those with persistent absence have been monitored and supported using the seven step tracking document.						
Play based learning Sutton Trust Early Years Toolkit +5 months	Scrap Store lunchtime initiative. Lunch-time play leader appointed to encourage and support children with imaginative play and arts/crafts activities in conjunction with Scrap Store resources. Scrap Store resources changed termly.			Children are motivated and creative during lunchtime and always have something to do. Less recorded behavioural incidents at lunchtimes		£1546 TOTAL £1546	
	Impact of Spend The area around the Scrap is always in use. Children create all sorts including rockets, islands, castles, boats, (including The Titanic, having studied it in History,) assault courses, huge towers and shops and role play accordingly. Language, problem solving and teamwork is built up and children are engaged creatively during play and lunchtimes.						
Sports participation (Teaching and Learning Toolkit +2 months)	Children in receipt of the PP grant will have an intervention based on an area of identified need - Multi Skills club- fitness and coordination Gymnastics - Coordination, gross motor control			Children's learning is enriched and aspirations are raised through extra-curricular clubs and activities		£279 Subsidised 'Rockin Robins' After school club	

Arts enrichment EEF +3 months	Drawing and Book club- Fine motor/reading Lego club- Fine motor/social skills Sumdog- Maths Abbey wanderers - Speech and stamina		£189 Multi Skills PP subsidised places
Collaborative Learning interventions EEF +5 months	Children attend weekly clubs, raising aspirations to achieve, building on their strengths and an identified need, and working as part of a team.		Other clubs run by teachers at no additional cost
			TOTAL- £468
	<p>Impact of Spend</p> <p>All 29 children in Key Stage one entitled to the PP grant were invited to attend after school clubs, based on identified needs and linked where possible to their interests. 19 of these children regularly attended a club. Those involved in Multi-Skills or gymnastics would be chosen to demonstrate skills in PE lessons, raising self esteem in the class. Those attending Abbey Wanderers became Abbey experts when visiting the Abbey with their classes. Children attending the book club at the Library took responsibility for checking books in and out during class visits to the Library. Children attending Sumdog class would always achieve 5 dojos for completing challenges and would show others how the games worked during certain maths lessons.</p> <p>Children's self esteem was raised due to gaining confidence in the club and sharing their knowledge in the classroom.</p>		

OVERALL TOTAL £68560

Our aim is for all children at St Johns, regardless of early circumstances, to be confident and feel nurtured as they progress through our school and beyond. Hopefully the steps we are putting in place now will enable their self-esteem to be raised and their life chances to be broadened.

