



St John's Infants School Pupil Premium Action Plan 2023-2024

2023-24 Pupil Premium Grant (PPG) Income from current children	£61425
Total number of pupils on roll	157
Number of pupils eligible for PPG / Ever 6	40
Number of pupils eligible for Child Looked after grant	0
Number of pupils eligible for post looked after child grant	3
Percentage of school population eligible for PPG/Ever 6/CLA/post CLA	25%
Amount of PPG/Ever 6 received per pupil	£1455
Amount of CLA funding received per pupil	£2530
Amount of post CLA funding received per pupil	£2530

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.

‘Let your light 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 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. For younger children, the impact of lockdown on speech and language development has been noted (I CAN 2001, Tracey et al 2022,) due to lack of social interactions, nurseries being closed, lack of experiences gained and the wearing of face masks. At St John’s, Speech and Language development is a focus in our early years this year, as well as supporting learning in the classroom; to enable children to make accelerated progress from their lower starting points.

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.	Some identified gaps in learning for pupils in year 2
B.	Lower levels of stamina and resilience in approaching learning, due to different experiences of lockdown for vulnerable pupils.
C.	Higher level of pupils entitled to the PP with Social Emotional Mental Health needs (SEMH)
D.	Lower attendance rates for pupils with PP
E.	Lower levels of speech development, particularly in Reception

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 Reception, 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
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Intended Outcomes of PPG Expenditure in academic year 2022-23.

Aim		Expected Outcome	Cost
<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>Phonics (Early Years Toolkit + 4 months)</p> <p>Early Literacy approaches (Sutton Trust Early Years Toolkit + 4 months)</p> <p>Early Maths approaches (Early Years Toolkit + 5 months)</p>	<p>Maintain the delivery of the Read Write Inc programme. 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 access to Ruth Miskin School Portal to support delivery of RWI</p> <p>Daily RWI Intervention to be delivered to children not keeping up with peers or not making expected progress across a half-term</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 language skills, Small group RWI delivery ensuring quality first teaching, Maths and Early Literacy support, Quality outdoor provision</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>4xpm TAs employed in KS1 to support children, especially those with PP across the afternoons to engage in learning across the curriculum, building up stamina for learning</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>2 additional TAs employed to deliver Read Write Inc intervention for 2 hours each daily across KS1 to enable children to catch up/keep up. Children will make at least 1 level of progress in RWI across the half term</p> <p>2 TAs 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 outdoor learning provision, with a strong focus on Speaking and Listening</p> <p>Narrowed gap between those in receipt of the grant and those not, vocabulary and focus increased</p> <p>Children will make at least 1 level of progress in RWI across the half term Children will make progress towards age related expectations in maths</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</p>	<p>£1000 (School Portal Subscription)</p> <p>£53446</p>

		<p>learning delivered as a whole class / in small groups where appropriate</p> <p>Children will have access to high quality education, supported and differentiated where necessary, with fewer behavioural incidents</p>	<p>Total £55336</p>
<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>Min Robinson - Bubble Club intervention 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>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>Additional grant provided by alternative provider</p>
<p>Improve the social and emotional wellbeing of our most vulnerable pupils.(+3 months Early Years Toolkit)</p>	<p>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.</p> <p>Forest school provision A range of skills taught in forest school delivered by Lisa at Wilderness Warriors</p>	<p>Pupils entitled to the PP grant feel the same as their peers and have access to clothing appropriate to the weather</p> <p>Forest school teacher employed to work across the school, working with Reception children every week of the year, and Years one and two for one half-term each per year Increased opportunities for pupils to explore a range of different skills - increased enjoyment and enthusiasm</p>	<p>Funding and uniform provided by the church</p> <p>£6039</p> <p>TOTAL £6539</p>
<p>Improve the attendance of children entitled to the PP grant</p>	<p>Attendance analysed and tracked weekly, Initial letters sent out to low attenders, Graduated response to lower attendance pupils, tracked and monitored</p> <p>School bus offered if necessary, on a case by case basis</p>	<p>School is making every attempt to increase attendance for PP children in line with those not in receipt of the grant</p> <p>Staff member employed to assist on school bus daily (currently supporting 6 families from St John's)</p>	<p>Cost from alternative cost centre</p> <p>Total £1040</p>

	Governors to send letters of congratulations for parents for whom attendance has improved		No cost
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	Cost provided by alternative provider
Sports participation (Teaching and Learning Toolkit +2 months) Arts enrichment EEF +3 months Collaborative Learning interventions EEF +5 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 Library club- reading Lego club- Fine motor/social skills Sumdog- Maths Writing- Writing Rockin' Robins after school club also offers a range of activities across the week for daily childcare Children attend weekly clubs, raising aspirations to achieve, building on their strengths and an identified need, and working as part of a team.	Children's learning is enriched and aspirations are raised through extra-curricular clubs and activities	Clubs run by teachers at no additional cost

OVERALL TOTAL £61425

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. We hope the steps we put in place now will enable our children to have increased self-esteem and improved life chances.

