



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 academic year) 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

Detail	Data
School name	Mexborough St John the Baptist C of E Primary School
Number of pupils in school	234 (F2 – Y6)
Proportion (%) of pupil premium eligible pupils	37.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	10 <sup>th</sup> October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	A Minor (Headteacher)
Pupil premium lead	A Minor
Governor / Trustee lead	A Steed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22: £94,150 2022-23 £111,465
Recovery premium funding allocation this academic year	2021-22: £8,990 2022-23 £6,480

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,945.00

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

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 that goal. Pupils at Mexborough St John's will achieve this through a tiered approach of:

- ✓ *Quality first teaching;*
- ✓ *Targeted academic support and;*
- ✓ *Wider approaches to support emotional wellbeing, personal development and behaviors.*

*To achieve these goals, we will:*

- ✓ *Improve the quality of teaching by providing quality CPD by an accredited phonics and early reading scheme as well as CPD focusing on Maths. CPD, practice and pupil attainment will be revisited and regularly monitored to inform future CPD.*
- ✓ *Provide a range of targeted interventions and opportunities in school to meet the learning needs of pupil premium pupils.*
- ✓ *Provide an inclusive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We aim for disadvantaged pupils to increase attendance and punctuality at school, therefore narrowing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experiences at Mexborough St John's.*

*Facilitate pupils accessing a widening range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.*

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reduced language acquisition and limited vocabulary due to fewer opportunities for quality talk activities outside of school.
2	Poor phonic knowledge and confidence in reading due to inconsistencies and lack of fidelity within EYFS and KS1, coupled with limited support at home for some pupils.
3	SEMH needs including mental health and self-regulation skills.
4	Limited life experiences and enrichment opportunities which potentially impacts on pupils wider knowledge understanding and language acquisition.

5	Gaps in learning due to the Covid-19 pandemic. Many of our pupil premium pupils also fit into another vulnerable group such as having additional special needs.
6	Poor rates of attendance and poor punctuality of pupil premium pupils due to low importance of school for some parents.

### 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
<p>1</p> <p>To enhance pupil premium children's language and vocabulary knowledge. Gaps in language and vocabulary to be identified early and appropriate teaching and interventions to be put in place to diminish gaps.</p>	<ul style="list-style-type: none"> <li>• Reduce the attainment gap widened by the Covid-19 pandemic and securing attainment at ARE (speaking &amp; reading). Attainment to be in line with National at KS1 and above at the end of KS2.</li> <li>• Children who required, access SALT support and early speaking interventions.</li> <li>• All disadvantaged readers make at least expected progress by ASP2.</li> <li>• Teachers read a breadth stories on a daily basis and discuss language with the children.</li> <li>• High quality, language rich text will be used across the curriculum.</li> <li>• Reading fluency strategies are used in reading practise, shared reading, across the curriculum and intervention.</li> <li>• Teachers explicitly teach comprehension strategies from Y1 to Y6.</li> <li>• Prevention of SEN identification through early intervention. Improved progress of pupils with aggregated need.</li> </ul>
<p>2</p> <p>To enhance the phonic knowledge and reading fluency of pupil premium children.</p>	<ul style="list-style-type: none"> <li>• Quality first phonic and spelling teaching present in all relevant classes.</li> <li>• Phonic scheme used consistently and with fidelity across school.</li> <li>• All school staff to receive accredited phonics and reading training.</li> <li>• Daily interventions for any children who have gaps in their learning.</li> <li>• 90% of all pupils and 80% of pupil premium children achieve phonic screening.</li> <li>• 80% of pupil premium children read age appropriate texts with 90% fluency.</li> </ul>
<p>3</p> <p>To promote engagement by addressing social, emotional and mental health needs. - PP will show greater resilience and self-regulation during the school day – both in learning and during less structured time. (break and lunchtime).</p>	<ul style="list-style-type: none"> <li>• Children who required, access MIND support and early THRIVE intervention.</li> <li>• Pupil Premium children will have increased resilience and strategies they can call on to help them with life's challenges.</li> <li>• Children's self-confidence and control will be visibly noticeable.</li> <li>• Pupil voice will show greater positivity around strategies and approaches used for self-regulation.</li> <li>• Safeguard will show a decline in behavioural incidents for specific PP pupils (identified by SEMH need).</li> <li>• Case studies and numerical data show PP children are happy at school.</li> </ul>

	<ul style="list-style-type: none"> <li>• 'RecordMy' will show a decline in behavioural incidents for specific PP pupils (identified by SEMH need).</li> </ul>
<p>4</p> <p>No child is excluded from experiences to enrich the curriculum, due to financial family need.</p> <p>Engagement in clubs and experiences will show access for all, irrespective of financial status at home.</p>	<ul style="list-style-type: none"> <li>• Pupil premium children who choose not to attend a club in the autumn term will be prioritised in the spring and summer terms.</li> <li>• Discounts will be available for all enrichment opportunities to include trips and visits, music lessons, residential etc.</li> <li>• Children will learn new skills and/or knowledge.</li> </ul>
<p>5</p> <p>Provide 'catch up' or accelerated pathways in order to increase rates of attainment and progress (including for high achievers).</p> <p>Bridge gaps in learning.</p> <p>Pupils access a wide range of interventions to meet the need of those who fall behind and / or pupil's SEND needs.</p>	<ul style="list-style-type: none"> <li>• In class intervention bridges gaps in learning.</li> <li>• Tracking will show no / limited gaps in new learning and gaps between PP and NPP will cease to widen.</li> <li>• Pupil Premium Children will make at least good progress across all curriculum.</li> <li>• High attaining PP children will achieve Greater Depth. Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress.</li> <li>• Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (with a focus on Greater Depth).</li> </ul>
<p>6</p> <p>Ensure high rates of attendance and good punctuality for pupil premium pupils.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium Children's attendance will meet the school's attendance target and be above national comparisons for PP children.</li> <li>• Pupil Premium persistent absence will be at least in line with non-pupil premium.</li> <li>• Pupil Premium punctuality to be broadly in line with Non-Pupil Premium.</li> </ul>

### Activity in this academic year

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: £11,243.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS leader to implement Early talk boost and book at bedtime initiatives. Provided CPD to staff where needed.</p> <p>Vocabulary taught explicitly with retrieval practice in reading practise, English, history, geography and science.</p>	<p>School has identified that gaps in pupil's language and vocabulary begin in the EYFS and continue to grow as pupil's progress through school. Analysis of standardised testing and national tests show that pupils do not attain maximum marks on inference based questions.</p> <p>The Early Years EEF toolkit suggests that communication and language interventions have +6 months impact on pupil outcomes.</p>	1

<p>Development of reading spine to include high quality, language rich text to be used across the curriculum.</p>	<p>CLPE 2020 (Centre for Literacy in Primary Education) - the use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers.</p>	
<p>Purchase of standardised diagnostic assessments (NFER).  Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2,6</p>
<p>Bedrock vocabulary programme in Y4, Y5 and Y6 and word of the week to improve vocabulary in KS2 and reduce the gap in reading attainment between non-pupil premium and pupil premium children.</p>	<p>There is a direct link between a pupil's vocabulary size and their academic achievement. Narrow vocabularies affect pupils' attainment. Helping pupils to improve and widen their academic vocabularies is essential if standards and outcomes are to improve. Oral language interventions consistently show positive impact on learning, adding up to five months' additional progress over a year.</p> <p>Bedrock Learning Oct 2020 - Looking at the average progress made on all topics completed by your students, Mexborough St John is the best Bedrock primary school for progress in North East- with 35% average progress across all students and 36% gains amongst students eligible for pupil premium funding.</p>	<p>Bedrock vocabulary programme in Y4, Y5 and Y6 and word of the week to improve vocabulary in KS2 and reduce the gap in reading attainment between non-pupil premium and pupil premium children.</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. (Including reading practice and catch up books.)</p>	<p>Ofsted research shows that phonics should be the only strategy used to teach reading.</p> <p>EEF research shows that phonics programmes have a + 4-month impact on pupil outcomes.</p>	<p>2</p>
<p>Phonics and early reading leader employed to ensure correct implementation (consistency and fidelity) and additional CPD where needed.</p>	<p>EEF toolkit – parental engagement Schools which have a consistent approach achieve good results</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>5</p>

<p>Purchase of 'My Happy Mind' to:</p> <ul style="list-style-type: none"> <li>• Teach children about positive mental health strategies and brain science.</li> <li>• Improve the quality of social and emotional (SEL) learning.</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>Use of standardised testing to inform assessment and inform quality first teaching.</p> <p>CPD is ongoing for reading and writing by the English lead. Writing is a high priority on the school improvement / CPD plan.</p> <p>Pupil progress meetings track progress of PP pupils and appropriate intervention are put in place.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes .</p>	<p>1,2,5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered following the 'Little Wandle' catch up intervention (EYFS to Y2).</p> <p>Targeted phonic and reading practice intervention in KS2 (0.5 TA)</p> <p>HLTA support in Lower KS2 to work with targeted pupils to bridge the gap in writing and maths skills.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>This strategy has proved successful in previous years. Targeted pupils make rapid progress.</p>	<p>5</p>

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

Budgeted cost: £100,826.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of THRIVE trained pastoral support worker (0.6) and TA (0.4) able to engage in therapy-based interventions.</p> <p>MIND counselling to support pupil's mental health.</p> <p>Counselling CPD for Inclusion Manager.</p> <p>Employment of 1.5 TAs to give targeted class and 1:1 support to develop learning behaviours and target gaps in learning.</p> <p>Employment of Behaviour specialist to support teachers with strategies for targeted children with co and self-regulation techniques.</p>	<p>EEF research shows that behaviour interventions have a +3 month impact and social and emotional learning has a +4 month impact pupil outcomes.</p> <p><b>Research carried out for the Government's Green paper (Dec 2017) on children/ teenagers aged 2-18 found:</b></p> <p><i>"There is evidence that appropriately trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder).</i></p>	<p>3, 5</p>
<p>Culture capital experiences promoted in the curriculum.</p> <p>Vast reduction in cost of:</p> <ul style="list-style-type: none"> <li>• Curriculum linked visits/visitors.</li> <li>• After-school and extra-curricular clubs.</li> <li>• Outdoor cultural visits.</li> </ul> <p>Residential visits.</p>	<p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>The Sutton Trust, Parent Power - cultural participation (defined as going to the museum or to musical/theatrical performance), reading habits (how many books the child has, how much they read), and participation in extracurricular activities found largely positive effects of higher levels of cultural capital on education attainment.</p>	<p>4</p>
<p>Inclusion team (0.2) to monitor attendance and punctuality and coordinate approaches and strategies across school.</p>	<p>Last year 2021-22 our attendance for PP was 92.3% a fall of 3.84% from 96.14% the previous year. Although there were no significant differences between pupil premium pupils and non-pupil premium pupils PP</p>	<p>1,2,5,6</p>

<p>Structured approach to attendance support including:</p> <ul style="list-style-type: none"> <li>• Targeted support for pupils below 96%</li> <li>• Shorter time frames for success.</li> <li>• Home visits.</li> <li>• Involvement with whole school rewards.</li> <li>• Half-termly low attendance letters.</li> <li>• Half-termly attendance meetings.</li> <li>• Collection form home if needed.</li> <li>• Liaise with LA.</li> </ul>	<p>persistent absence 6% higher than their peers at 24%.</p> <p>Last year 2021-22 our overall late marks stood at 2.56%. For Pupil Premium pupils this was 1.41%</p> <p><i>Research from DfE (March 2016) showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</i></p>	
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**Total budgeted cost: £151,063.65**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

At the end of the Reception Year the percentage of Pupil Premium children who achieve a good level of development was above LA and National. Their Total Point Score was also above LA and National.

	School	Doncaster	National
GLD	60%	51%	50%

F2: Early identification of needs during EYFS has led to support being put in place for pupils with additional needs. Targeted intervention is enabling pupils to catch up and 60% of PP attained GLD. Our PP achievement in speaking comprehension and word reading was also above LA and National:

	School	Doncaster	National
PP Speaking	80%	74%	73%
PP Comprehension	80%	65%	69%
PP Reading	80%	56%	60%

Y1 Phonics - Our Y1 phonics results stood above LA and National at 87%. The percentage of PP children achieving the standard stood at 67% with was above LA and National.

KS1 - At the end of KS1 PP children performed above LA and National:

	School	Doncaster	National
PP Reading	71%	54%	52%
PP Writing	71%	45%	42%
PP Maths	71%	56%	52%
PP R/W/M Combined	71%	41%	37%



KS2 - At the end of KS1 PP children performed above LA and National:

	School	Doncaster	National
PP Reading	73%	58%	63%
PP Writing	73%	53%	56%
PP Maths	82%	52%	57%
PP GPS	73%	53%	59%
PP R/W/M Combined	73%	41%	43%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be a focus, particularly in KS1 due to the impact of COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. In spite of this:

- Continued staggered start, break and dinner times has meant that children only engage with their own class and are supervised at all times by class teachers and/or teaching assistants. This has led to fewer behaviour incidents and resulted in children settling quickly to learning routines when back in the classroom.
- PP children engaged in learning and showing increased levels of perseverance and resilience when completing more complex tasks in reasoning and problem solving (lesson visits – Autumn and Summer Term).
- Ch on task for longer periods of time during writing sessions. Evidence of staff using strategies from Metacognition CPD to promote resilience and self-regulation. Pupils observed using these in Y2/3/5&6 (English lesson visits – Autumn and Summer Term)
- Close liaising between inclusion staff and MIND worker resulted in a sharper focus of pupil identified for MIND support. All pupils receiving support showed positive changes in behaviour within school and their class and the majority of pupils were able to talk about how they have made progress with their emotional health and well-being (at age and stage appropriate levels).
- Thrive entry and exit assessments evidence progress in personal, social and emotional skills for all targeted groups and individuals. Close analysis has enabled robust targeting and intervention.

Our observations show that school visits and trips offer pupils a wide range of experiences that they might not otherwise get. It is important for children at St John's to experience life outside of Mexborough to help broaden their horizons and raise their aspirations. As well as the physical health benefits, school visits and residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and wellbeing.

Although overall attendance in 2021/22 was lower than in the preceding 2 years at 93.6%, it was higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 92.3%, 1.3% lower than their peers and persistent absence 6% higher than their peers at 24%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IPEEL	ROSI
Whole Class Reading approaches	ROSI & JMAT
Maths Mastery and Greater Depth	JMAT and Maths Hub
Systematic Phonics Scheme	Little Wandle
Positive mental health and wellbeing	My Happy Mind

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### **Other activity being implemented to support disadvantaged pupils:**

- Free breakfast club places and targeted pastoral support during breakfast club.
- Purchase of Purple Mash to support remote learning and homework.
- Use of IPEEL across KS2 to improve outcomes and develop self-regulation in writing, specifically for disadvantaged learners.
- Use of metacognition and self-regulation strategies to impact on attainment.