

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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 | St John of Jerusalem School |
| Number of pupils in school | 119 (132) |
| Proportion (%) of pupil premium eligible pupils | 56% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021- 2022 to 2024-2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Asarena Simon |
| Pupil premium lead | René Africa |
| Governor / Trustee lead | Nana Akwa |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £97,485 |
| Recovery premium funding allocation this academic year | £10,005 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £107,490 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have social workers and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. 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 education recovery, notably in its targeted support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point the 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 | Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary, less experience with numbers, and less familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the |

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| | inability to transfer knowledge to long-term memory can impact pupil progress and attainment. |
| 2 | Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 4 | The loss of direct teaching and the pandemic's impact has significantly impacted pupils' academic attainment across the school, particularly at higher standards. |
| 5 | Our assessments (including a well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 6 | Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home |
| 7 | Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions, which acts as a barrier to their educational success |
| 8 | Attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Disadvantaged pupils' have a higher percentage of 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress. |

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.

Whole School Priorities

- Maintain strong outcomes for pupils at the end of Years 2 and 6 by ensuring children achieve well and demonstrate good progress from starting points.
- Implement the planned curriculum in all foundation subject areas (and specifically for history, geography and art) and ensure leaders can articulate a robust learning journey for pupils as well as their impact
- Support teachers to plan for all pupils, especially those requiring SEND support so that they make good progress

| Intended outcome | Success criteria |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. • This is evident when triangulated with other sources of evidence, including engagement in |



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| | <p>lessons, book scrutiny and ongoing formative assessment.</p> |
| <p>To increase the number of disadvantaged pupils who achieve greater depth at the end of KS1 and KS2 across reading, writing, and mathematics.</p> | <ul style="list-style-type: none"> • Data collection points in December and June show progress in disadvantaged pupils attaining a higher standard. • Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis |
| <p>To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, and times table check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP.</p> <p>To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p> | <ul style="list-style-type: none"> • % of pupils reaching the expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention. • Phonics check data for disadvantaged pupils is above that of all pupils nationally. • Times Table check data for disadvantaged pupils is above that of all pupils nationally |
| <p>To ensure the attendance of pupils in receipt of PPG is above 96%.</p> | <ul style="list-style-type: none"> • Reduction in persistent absence for PPG group. • Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%. |
| <p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Experiences and visitors planned for all pupils across the year. • Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate in experiences that are not provided within the home environment. • Parental engagement activities are strategically planned, and feedback demonstrates sustained access. |

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: £ 65,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Staff Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points</p> | <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) identifies high-quality teaching as a key aspect of successful schools. DFE, 2015. "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011). Incremental Coaching focuses on improving the use of a wide range of vocabulary and formal language.</p> | <p>1,2,3,4</p> |
| <p>Home reading books and topic book resources are regularly replenished to ensure pupil access to high-quality texts is consistent to ensure breadth of reading opportunity</p> <p>A range of books at every level are available for reading at school and at home. This will encourage children to read more widely, also improving their general knowledge and understanding of the world.</p> | <p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure.pdf (publishing.service.gov.uk)</p> <p>Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status.</p> <p>word-gap.pdf (oup.com.cn) A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (Oxford University Press, 2018).</p> <p>Within the school context, a strategy plan for the evaluation and development of reading resources is undertaken</p> | <p>1,2,3,,5,6,7</p> |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils in articulating key ideas, consolidating understanding and extending vocabulary.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading outcomes</p> <p>Children regularly retell stories in all key stages. They are also given opportunities to take part in</p> | <p>1,2</p> |



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| | debates and presentations to their class, the whole school and outside groups, i.e. World of Work Week presentations to different firms. | |
| Choosing a phonics teaching programme - GOV.UK (www.gov.uk) secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) | 1,2 |
| 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). | 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: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) | 1,3,4 |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | 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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf | 5,6,7 |

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

Budgeted cost: £28,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Employ a specific teaching assistant to lead language sessions and school-based catch-up | Communication and language approaches EEF (educationendowmentfoundation.org.uk) emphasises the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development | 1,2,3,4,5,6,7 |

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| <p>interventions across the school</p> <p>Additional time from S&L sessions for EYFS (intervention), including PPG focus groups</p> | <p>benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p> | |
| <p>Homework club for identified Years 1-6 pupils in receipt of PPG</p> <p>Revision Homework books for KS2 pupils</p> | <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Homework clubs are identified as having an impact for pupils when linked to core learning, (EEF 2021)</p> | 1,2,3,4,5 |
| <p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p> | <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) identifies that research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can negatively impact on pupils' learning outcomes. EEF, 2021. Within the school context, training, development and evaluation of intervention are undertaken by teaching assistants.</p> | 1, 2, 3 |

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

Budgeted cost: £14,490

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Whole staff training on behaviour management and anti-bullying approaches aims to develop our school ethos and improve behaviour across school.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 5,7 |
| <p>Enrichment opportunities including secondary and</p> | <p>The EEF, consider evidence-based research unpicking the 'enriching' of education</p> | 5,6 |



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| university visits for Year 6 pupils, subsidised residential visits (PGI) and other trips for children in receipt of the pupil premium grant | Life skills and enrichment EEF (educationendowmentfoundation.org.uk) and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model. | |
| The leadership of coffee mornings (including additional EYFS and SEND-specific coffee mornings), Big Breakfast, and Parent workshops where we invite different speakers. | The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021). A revised strategy in response to COVID 19 has been implemented in the school context to ensure rebuild of parent partnership structures. | 4,6 |
| Additional time from the School Attendance Officer to track and monitor lates and persistent absence (including home visits) and identify external support for vulnerable children | Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected and 4.7 times more likely to achieve more than expected than pupils that missed 15-20% of all sessions (NFER, 2015). | 4,8 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £ 107,490

Review of Previous Academic Year

Outcomes for disadvantaged pupils

2022- 2023 Disadvantaged Attendance 93%

2022- 2023 Non-Disadvantaged Attendance 94.9%

Persistent Absence (Whole School)- 21.8%

Persistent Absence (PPG) 25.5%

Persistent Absence (Non-PPG) 18.5%

Reception Data

GLD PPG -71% Non-PPG -89%

All Pupils 81%

Phonics

Year 1 PPG – 80% (Sch) 80%(Nat)

Non- PPG – 100%(Sch) 80%(Nat)

All Pupils - 90%(Sch) 75%(Nat)

KS1 (Year 2)

| | All Pupils | PPG | Non-PPG | Hackney PPG |
|---------|------------|-----|---------|-------------|
| Reading | 82% | 67% | 100% | 69% |
| Writing | 82% | 67% | 100% | 65% |
| Maths | 82% | 67% | 100% | 71% |
| RWM | 82% | 67% | 100% | 61% |

At the end of KS1 the Non-PPG children are out performing the PPG group in Reading writing and Maths. Our PPG group are however performing inline with Hackney.

In-School Data (Years 1,3,4 and 5)

| | All Pupils | PPG | Non-PPG |
|---------------|------------|------|---------|
| Year 1 | | | |
| Reading | 85% | 75% | 92% |
| Writing | 85% | 75% | 92% |
| Maths | 80% | 76% | 83% |
| Year 3 | | | |
| Reading | 82% | 86% | 100% |
| Writing | 82% | 71% | 88% |
| Maths | 82% | 100% | 88% |
| Year 4 | | | |
| Reading | 91% | 81% | 75% |
| Writing | 82% | 71% | 79% |
| Maths | 86% | 100% | 75% |
| Year 5 | | | |
| Reading | 83% | 66% | 100% |
| Writing | 76% | 77% | 100% |
| Maths | 83% | 78% | 100% |

60% of our PPG group in the school is also SEN. The Non-PPG group mostly performed better than our PPG.

KS2 (year 6)

| | All Pupils | PPG | Non-PPG | Hackney PPG |
|---------|------------|------|---------|-------------|
| Reading | 100% | 100% | 100% | 73% |
| Writing | 100% | 100% | 100% | 74% |
| Maths | 85% | 88% | 80% | 74% |
| RWM | 85% | 88% | 80% | 61% |

At the end of KS2, our PP children performed in line with the non-PP children. It is evident that as the children move through the school, we are able to close the gap between the two groups. Our PPG children outperformed the Hackney PPG.