



ST JOHN'S CATHOLIC INFANT SCHOOL

Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of **pupil premium** and **recovery premium** for the 2023 to 2024 academic years (refer also to more detailed separate recovery premium action plan) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium and recovery 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

Metric	Data
School name	St John's Catholic Infant School
Pupils in school	174
Proportion of disadvantaged pupils	19% (33 children)
Academic year or years covered by statement	2023-2024
Publish date	July 2023
Review date	July 2024
Statement authorised by	Mrs Mary S Bulmer
Pupil premium lead	Mrs Mary S Bulmer
Governor lead	Mrs Joanne Kaloumenos

Funding Overview (2023-2024)

Detail	Amount
Pupil premium funding allocation this academic year	£65,310
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£69,660

Part A: Pupil premium strategy plan

Statement of intent

This strategy will play an important part in the educational development of the individual children who are entitled to the Pupil Premium. We will ensure that these children are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled children. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry of F2 & Pre School PP children is below expectation, particularly in oral language skills
2	Large increase in the number of PP across the year and current 2023 baselines of PP show they are below Non PP/other children in all areas
3	Attendance for PP children (92.83%) is lower than the school (94.89%)
4	Children having multiple characteristics e.g. Pupil Premium, SEND
5	Social, emotional and communication needs of these children
6	Reduced resilience and independence, compared with peers
7	Engagement with learning at home
8	Staff confidence in providing high quality teaching/quality first teaching
9	Ensuring staff use evidence-based whole-class teaching interventions
10	Improving attendance and readiness to learn for the most disadvantaged children

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 (Pupil Premium)	Success criteria
To close the gap between PP and other children in Reading, Writing, Maths and Phonics across KS1	<i>For the percentage gap between PP and other children to close.</i> <i>PP children numbers across KS1 has increased significantly over the last year. All PP across KS1 will have additional support for Reading, Writing, Maths and Phonics throughout the year to enable them to make effective progress and achieve well. Data from 2023 shows Pupil Premium attainment to be lower than other groups across KS1 Curriculum training focused CPD for all staff to improve outcomes for all children but</i>

	<p><i>particularly PP and focus on key areas for improvement e.g. writing</i></p> <p><i>To create a rich and varied curriculum with amazing first hand experiences that will improve outcomes for all children and particularly our most vulnerable</i></p> <p><i>Continued support for early identification of Speech and Language through employment of Private S&L therapist</i></p>
<p>Increased outcomes and oral language skills for PP children in FS2 and Preschool</p>	<p><i>Children eligible for PP in FS make rapid progress by the end of the year so that children eligible for PP meet age related expectations</i></p> <p><i>PP children to be given opportunities to access activities that will enhance S&L development</i></p> <p><i>Provide in school speech and language therapy to support children and their families with language and communication difficulties</i></p> <p><i>Good level of staffing ensures all children are supported appropriately especially on entry. TA's to provide Welcomm/ Time to Talk/ NELI interventions across F2/ Pre School</i></p>
<p>Increased attendance rates for children eligible for PP</p>	<p><i>Overall attendance improves for PP children to be at least 95% in line with school expectations (92.83% in 2022)</i></p> <p><i>Attendance Strategy is well embedded to actively promote good attendance which includes:</i></p> <ul style="list-style-type: none"> <i>• Relevant and informative information to parents with regard to their child's attendance</i> <i>• A range of attendance rewards</i> <i>• Support from LA attendance team</i> <p><i>The strategy remains a key strategy for the school for this year.</i></p>
<p>Intended outcome (Recovery Funding)</p>	<p>Success criteria</p>
<p>To ensure that all children's mental health and wellbeing is at the forefront of everything that we do</p>	<p><i>Children will be happy and settled in school</i></p> <p><i>Behaviour strategies will be in place to support any children requiring extra help</i></p> <p><i>Curriculum and other activities e.g. lego therapy will support the mental health and well-being of children</i></p> <p><i>Timetables have a clear identified time for a Jigsaw and new RSE lessons and children feel supported</i></p> <p><i>After school club Yoga is available for all children to access – places made available for PP children (paid for by school)</i></p> <p><i>MHST supports the whole school community through workshops for parents and children and staff training.</i></p> <p><i>My Happy Mind programme introduced into the school curriculum</i></p>

To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with appropriate opportunities	<i>Assessments (NFER) across the year show that the children are on track to achieve the appropriate end of term expectations All areas of the curriculum are being covered effectively to provide a broad and balanced curriculum. Effective deployment of staff in year groups with well-planned and structured interventions that ensure accelerated progress for identified children</i>
To ensure that our school continues to work closely with external organisations such as speech and language therapists, MHST, after school providers and family support services so that all of our children and families are supported in every way possible	<i>School will continue to get effective support from different services as and when required on how to support identified children and this has a positive impact on their learning</i>

Aim	Target	Target date
Reading	Achieve age related expectations for the end of KS1	July 24
Writing	Achieve age related expectations for the end of KS1	July 24
Mathematics	Achieve age related expectations for the end of KS1	July 24
Phonics	Achieve national average expected standard in phonics screening check	July 24
Other	Continue focus on attendance of disadvantaged pupils to ensure meeting target of 95%.	July 24

Activity in this academic year

This details how we intend to spend our pupil premium and recovery premium funding strategy **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme of support developed through analysis of 2023 data, requirements of the EIF and identifying key areas for improvement, to continue to improve outcomes for children across the school To create a rich and varied curriculum with amazing first hand experiences that will improve outcomes for all children and particularly our most vulnerable.	CPD programme of support developed through analysis of 2023 data, requirements of the EIF and identifying key areas for improvement to continue to improve outcomes for children across the school Ofsted framework outlines the need for a purposeful and meaningful curriculum that engages all children to improve their learning.	1, 2, 4, 7, 8, 9, 10

<p>PP children to be given opportunities to access activities that will enhance S&L development</p> <p>Maintain staffing ratios across the school to support PP</p> <p>Children will be provided with opportunities to build successful friendships, become familiar with their surroundings and develop the confidence needed to be successful independent learners. When and where appropriate, we will support our children and families. Jigsaw PSHE/RSE (10:10) lessons will be taught weekly across the school</p> <p>All staff to receive My Happy Mind training and support from MHST</p> <p>Further improving pastoral support offered by school to most vulnerable pupils.</p> <p>Providing a safe space for children when they most need it – Drop in club at lunch time</p> <p>Enriching the curriculum and providing new 'life' experiences</p>	<p>Highly experienced S& L therapist employed to ensure monthly support is place and early identification. Training for staff to be included across the year</p> <p>Good level of staffing ensures all children are supported appropriately especially on entry but across all year groups. Deputy Headteacher released from class to support teaching & learning across all year groups</p> <p>Our new RSE scheme of work was introduced last year which and will focus on healthy relationships and meet the government's statutory requirements</p> <p>The introduction of the My Happy Mind Programme and support from MHST to support both PP children as well as others.</p> <p>EEF Evidence: Teaching & Learning Toolkit Evidence Reviews</p> <p>Other Evidence: Mary Myatt Long term Learning & curriculum</p>	
<p>Implement research driven interventions (NELI, Time for Talk, Welcomm, S&L programmes) and provide effective CPD to ensure that all teachers/ TA's are confident in the deployment of new pedagogies.</p> <p>Ensure that staff are supported and policies updated to bring about sustained improvements</p> <p>Provide in school speech and language therapy to support children and their families with language and communication difficulties</p>	<p>The school has employed a private Speech & Language package to provide 1 full day session once a month. Children across the school, with particular focus on Early Years and PP, have been screened and S&L programmes have been provided for those children needing additional support., such as Welcomm/ Time to Talk/ NELI interventions across F2</p> <p>Over the year, children will be supported on a regular basis to enhance their speech and language skills, which will support the NHS provision.</p> <p>EEF Evidence : Early Years Toolkit Teaching & Learning Toolkit Evidence Reviews</p>	<p>1, 2, 4, 5, 9</p>

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children across the school to have additional support for Reading, Writing, Maths and Phonics throughout the year to enable them to make effective progress and achieve well. Support continues to be in place for individual/small group interventions provided by TA's in each year group</p>	<p>KS1 data from 2023 shows Pupil Premium attainment to be lower than other year groups – as a result targeted support will continue to be in place every afternoon via a Teaching Assistant working across both Year groups</p> <p>An additional Teaching Assistant will also support the phonics teaching across KS1 in the mornings to enable more focused support</p> <p>EEF Evidence: Phonics Teaching & Learning Toolkit Evidence Reviews</p>	1, 2, 4, 8, 9
<p>Provide in school speech and language therapy to support children and their families with language and communication difficulties Children across the school, with particular focus on Early Years and PP, have been screened and S&L programmes have been provided for those children needing additional support. Over the year, children will be supported on a regular basis to enhance their speech and language skills, which will support the NHS provision.</p>	<p>The school has employed a private Speech & Language package to provide 1 full day session once a month. Children across the school, with particular focus on Early Years and PP, have been screened and S&L programmes have been provided for those children needing additional support. Over the year children will be supported on a regular basis to enhance their speech and language skills, which will support the NHS provision</p> <p>EEF Evidence: Early Language Evidence Review</p>	1, 2, 4, 5, 9

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Strategy is used to actively promote good attendance which will include:</p> <ul style="list-style-type: none"> Improved information to parents with regard to their child's attendance Increased weekly/termly class rewards 	<p>If children are not in school, we are unable to improve their attainment. Due to high illness (particularly in our F2 cohort) and holidays being taken in term time our attendance figure for 2022/2023 was 94.89% We are looking to keep our attendance at above 95% by using our attendance strategy</p>	3, 7, 10

<p>Promote good attendance and provide curriculum enrichment activities through subsidising of breakfast and after-school clubs as well as offering wider opportunities</p>	<p>and support from the LA attendance team where required After a successful introduction of the strategy originally, it will remain a key strategy for the school for this year.</p> <p>EEF Evidence: Teaching & Learning Toolkit Evidence Reviews</p>	
<p>“Yoga Club” for children across all year groups to support development of self-regulation, self-esteem and PSED. All PP children will have the opportunity to attend the club</p>	<p>The club allows focused time for specific children to build upon their self-regulation, self-esteem in a range of fun yoga activities</p> <p>EEF Evidence: Metacognition & Self Regulation</p>	5, 6, 10
<p>To access support and training from our local MHST team for children, families and staff</p> <p>Introduction of “My Happy Mind” programme across the school</p>	<p>Support from MHST will provide workshops for families on dealing with mental health and general concerns, transition and worry talks for children throughout the year, staff well being training</p> <p>My Happy Mind programme will support PSHE curriculum for all children’s mental health & well being</p> <p>EEF Evidence: Metacognition & Self Regulation</p>	5, 6, 10
<p>To work with Pre School families to develop early literacy and numeracy skills and social emotional aspects of learning using in-house training based on the Family Works programme.</p>	<p>To enhance the provision of family and parenting support in order to increase self-confidence, self-esteem and improve outcomes for children.</p> <p>EEF Evidence: Early Language Evidence Review</p>	5, 6, 10
<p>To ensure equality of opportunity for all children for school trips, visits and after school activities</p> <p>Further improving pastoral support offered by school to most vulnerable pupils.</p> <p>To continue to improve the KS1 playground to provide a range of spaces/ areas and activities for the children to participate in – use of active play, drop in club and playground zones – increase number of lunchtime staff</p>	<p>The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of curricular and extra-curricular activities as well when necessary to access before/after school club. Trips and visits are paid for This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall curriculum knowledge and well being</p> <p>Enabling environments are supportive for children in the unstructured times of the day and support behaviour.</p> <p>EEF Evidence: Metacognition & Self Regulation Teaching & Learning Toolkit Evidence Reviews</p>	4, 5, 6 10

Total budgeted cost: £67,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Maintain staffing ratios across the school to support PP</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>Curriculum training focused CPD for all staff to improve outcomes for all children but particularly PP.</p> <p>Vulnerable children will be monitored closely and support will be in place for those identified</p> <p>Half termly trackers/ Provision maps</p> <p>Deep Dives/ Lesson Observations and moderation to show impact of training</p> <p>Cluster group working</p>
Targeted support	<p>Ensure time and finances are provided for extra interventions, where needed</p>	<p>Timetabled work to support the PP children in identified areas of need</p> <p>SENCO to monitor children and work of S&L therapist</p> <p>Termly data analysis</p> <p>Half termly trackers/ Provision maps</p> <p>Deep Dives, Lesson Observations and moderation to show impact of training</p> <p>Cluster group working</p>
Wider strategies	<p>Engaging the families facing most challenges</p>	<p>Weekly/ half termly monitoring of attendance</p> <p>Work closely and draw on LA and local school resources to find support networks and make links, where needed.</p> <p>Monitoring of data for children involved in clubs/ attending activities/accessing trips</p>

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.

Aim	Outcome
To close the gap between PP and other children in Reading, Writing, Maths and Phonics across KS1	<p>Pupil Premium children have been provided with additional support across the year and end of year data shows that although their attainment is lower than whole school data progress is good and results for the end of KS1 are higher than both Local and Nationals standards..</p> <p>We had 46 children entitled to PP funding. Disadvantaged children (14) at the end of KS1 in 2023 are achieving well above the 2023 Local Authority and National Averages for meeting the expected standard. Although they are achieving below non disadvantaged and all children in the school, results have increased from 2022 (reading by 7.8%, writing and maths by 2.6% and RWM by 4.5%)</p> <p>By the end of KS1 the PP cohort in Year 2 showed that 71% achieved the expected standard in Reading, 57% in writing and 64% maths.</p> <p>Phonics for Year 1 and Year 2 remains very high with 89% in Year 1 achieving the expected standard (78% of the disadvantaged). 97% of the Year 2 children achieved the standard by the end of KS1 (100% disadvantaged). They continue to be significantly higher than Local Authority and National results.</p>

Attainment Headlines (2023)

Attainment Headlines

	Yr 2 Secure Yr 2			Yr 1 Secure Yr 1			F2 Secure Reception		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All (EXP+)	82	75	80	76	72	85	79	79	82
All (GDS)	28	12	20	24	7	21	23	18	18
Boys	77	65	73	70	67	85	70	70	77
Girls	85	82	85	84	80	84	87	87	87
PP	71	57	64	59	53	71	79	79	86
Non PP	85	80	85	83	81	90	79	79	81
PP (GDS)	0	0	0	0	0	8	25	25	25
RWM	ALL: 73% PP: 50% GD: 12% PP: 0%			ALL: 71% PP: 53% GD: 0% PP: 0%			Exp+ in all goals: ALL: 72% PP: 77% GLD: ALL: 74% PP: 77%		
PHONICS	Year 2 (ALL) 97%		PP 100%	Year 1 (ALL) 90%		PP 80%			

Progress Headlines

	Yr 2 six steps			Yr 1 six steps			F2 six steps		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All (EXP+)	93	86	92	76	75	90	88	88	87
Boys	92	85	92	82	82	91	87	87	83
Girls	94	88	91	68	68	88	90	90	90
PP	86	86	93	65	65	82	93	93	93
Non PP	96	87	91	81	81	93	87	87	85

<p>Increased outcomes and oral language skills for PP children in Fs2 and Preschool</p>	<p>The school has continued to buy back an additional Speech & Language package to provide 1 full day session once a month.</p> <p>Children across the school, with particular focus on Early Years and PP, were screened and S&L programmes have been provided for those children needing additional support.</p>																													
<p>Increased attendance rates for children eligible for PP</p>	<p>Our attendance strategy continues to be in place and attendance has been effectively monitored across the year. All non-attendance has been followed up and the Local Authority attendance team has worked with some families to improve attendance.</p> <p>End of year attendance was 94.89%, PP was 92.83%</p>																													
<p>To ensure that all children’s mental health and wellbeing is at the forefront of everything that we do</p>	<p>During the year the resources were directed to:</p> <p>PP children have received additional 1;1 support across the school day</p> <p>We employed extra lunch time staff to provide additional welfare support for the children as well as a drop in club and active playground – new games and resources have been put into place</p> <p>We have invested heavily this year in improving the quality of outdoor provision for the whole school. A new activity area has been developed with input from the school council which focuses on active and physical play to strengthen the core muscles and give them challenge and confidence.</p> <p>Our curriculum is a rich and varied curriculum with amazing first hand experiences that continue to improve outcomes for all children and particularly our most vulnerable. All areas are planned to build on key knowledge gained each year and we have been working closely with the Junior School this year to look at progression from Pre School through to Year 6.</p> <p>Curriculum and other activities e.g. lego therapy have been used to support the mental health and well-being of children</p> <p>We provided a range of different after school clubs for all the children (Yoga could not take place this year) – places made available for PP children (paid for by school. Yoga is scheduled to take place from 2023</p> <p>The new Mental Health and Support Team has provided support for parents through a range of workshops e.g. Anxiety, and also support the transition of our Year 2 children over to the Junior school</p> <p>The new RSE scheme of work works alongside our very successful Jigsaw PSHE scheme to support healthy relationships and meet the government’s statutory requirements</p> <p>PSHE across the school is a strength</p> <table border="1" data-bbox="638 1899 1412 2168"> <thead> <tr> <th rowspan="2">PSHE Headlines</th> <th colspan="2">Progress</th> <th colspan="2">Attainment</th> </tr> <tr> <th>6 steps</th> <th>7 steps +</th> <th>Exp</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>87%</td> <td>3%</td> <td>87%</td> <td>22%</td> </tr> <tr> <td>PP / Dis 12 children</td> <td>100%</td> <td>0%</td> <td>86%</td> <td>0%</td> </tr> <tr> <td>Year 1</td> <td>98%</td> <td>2%</td> <td>85%</td> <td>21%</td> </tr> <tr> <td>PP / Dis 13 children</td> <td>94%</td> <td>0%</td> <td>71%</td> <td>12%</td> </tr> </tbody> </table>	PSHE Headlines	Progress		Attainment		6 steps	7 steps +	Exp	GD	Year 2	87%	3%	87%	22%	PP / Dis 12 children	100%	0%	86%	0%	Year 1	98%	2%	85%	21%	PP / Dis 13 children	94%	0%	71%	12%
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<p>To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with appropriate opportunities</p> <p>To continue the effective use of the Tutor Led funding to support those children requiring additional support in the key skills to reach their end of year expectation</p>	<p>Our School Development plan has had a key focus on ensuring the continued development of our curriculum provision to ensure that it is ambitious and sequenced to ensure all children access high quality teaching and learning and are provided with opportunities to “Know More, Remember More and Apply More”. All areas of the curriculum are being covered effectively to provide a broad and balanced curriculum.</p> <p>A range of CPD has been in place to support this using internal and external providers</p> <p>Our provision ensures all children are provided with additional support (Especially PP)/ vulnerable) where needed and the effective deployment of staff in year groups with well-planned and structured support have enabled progress for not only identified but all children</p> <p>Assessments across the year show that the children achieved well in their first full year back in school (See data above)</p> <p>The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of curricular and extra-curricular activities as well when necessary to access before/after school club. Trips and visits are paid for</p> <p>We were unable to use the Tutor led funding this year, however we directed funding to ensure the effective deployment of staff in year groups with well-planned and structured interventions thus ensuring progress for not only identified PP children but all children</p>																				
<p>To ensure that our school continues to work closely with external organisations such as speech and language therapists, after school providers and family support services so that all of our children and families are supported in every way possible</p>	<p>The school has continued to employ a private Speech & Language package to provide 1 full day session once a month. Children across the school, with particular focus on Early Years and PP, have been screened and S&L programmes have been provided for those children needing additional support. Over the year children have been supported on a regular basis to enhance their speech and language skills, which supports the NHS provision</p>																				

Disadvantaged pupil progress scores for last academic year

Measure	Score (End of Year 2)
	2023 (14 pupils)
Reading	86%
Writing	87%
Maths	93%

Disadvantaged pupil performance overview for last academic year

Measure	Score
	2023 (14 pupils)
Meeting expected standard at KS1	Reading 71% Writing 57% Maths 64%
Achieving high standard at KS1	Reading % Writing % Maths %
Combined Reading, Writing, Maths	50%
Achieving expected standard in Phonics	100%

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
Private Speech and Language Therapist	Rachel Barton
Jigsaw PSHE Scheme of Work	Jigsaw
Life to the Full (10/10) RSE Scheme of Work	Life to the Full
Charanga Music Scheme of Work	Charanga
WelComm – Early Years Language Screening Tool	Wirral Local Authority
NFER KS1	NFER
Mental Health Support Team	Wirral