



St John Bosco RC Primary School

With Jesus in our hearts we love, pray, learn and play

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Bosco RC Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	20/12/2023
Date on which it will be reviewed	07/2024
Statement authorised by	L McCauley
Pupil premium lead	M Johnson
Governor / Trustee lead	S Owens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,932
Recovery premium funding allocation this academic year	£10,402
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	£110,334

Part A: Pupil premium strategy plan

Statement of intent

At St John Bosco our ambitions for our children are that:

- *They have a deep and strong understanding of their faith.*
- *They have a love of learning and skills which will carry them into the future.*
- *Their academic potential is fulfilled.*
- *Their wellbeing (both physical and mental) is supported and safeguarded.*

We are ambitious for all of our learners and have high aspirations for each individual. Our Pupil Premium Strategy aims to support all disadvantaged pupils to achieve these ambitions.

For our children in receipt of PP funding, including those we deem as being vulnerable, we aim to provide the support and guidance needed to overcome the specific barriers that they face.

The key principle of our strategy is that all children deserve quality-first teaching and that the strategies we use will enable our disadvantaged children to access this at a level consistent with those whose are not deemed as such. We not only support within school but provide a service that also supports families to support their children.

This strategy is an essential component of our post-pandemic, educational recovery plan.

Challenges

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

Challenge number	Detail of challenge
1	The impact of the pandemic and loss of quality first teaching continues to have a specific impact on the academic attainment of PP pupils across the school, particularly in phonics, reading, writing and maths. Children entering the EYFS have low attainment.
2	Many of our PP children lack wider life experience, the effect of the cost of living crisis has exacerbated this. It has led to a widening gap in knowledge, experiences and vocabulary acquisition. This has also had a negative impact on the pupils' ambition and related ability to be resilient learners.
3	Poor language and communication skills on entry to school, as evidenced through 'on entry' assessments, observations and involvement from specialist speech and language therapist service. These gaps extend beyond the nursery setting and disproportionately affect our disadvantaged pupils.

4	Social and emotional needs can inhibit learning. We are increasingly having to support children and adults whose mental health has a long term effect on the educational aspirations and achievements, particularly for the disadvantaged.
5	The attendance of our pupil premium children is lower than that of non pupil premium children.
6	Increased transience means that education is interrupted for an increasing number of children. This transience has led to gaps in knowledge and understanding. Some children who are new arrivals to the country are less developed with their language, knowledge and understanding.

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
<i>To raise the attainment and accelerate the progress of PP children by improving basic skills in Reading and Maths.</i>	KS2 SATs 100% of PP children do not fall below KS1 attainment band. 30% exceed KS1 attainment band. Y1 Phonics 75% (6 out of 8 PP children) pass the phonics screening check.
<i>To accelerate the learning of children in receipt of early pupil premium.</i>	An increase in progress of children in receipt of early years pupil premium compared to non pupil premium (greater percentage reaching a good level of development – currently 53.1%)
<i>To improve the language and understanding of PP children through experiences linked to the curriculum.</i>	Pupils access experiences and cultural capital opportunities through curriculum visits and from visitors to school. A wide range of extra curricular activities will be offered to develop children's interests and experiences. Elklan training ensures a consistent approach, across the school, in improving pupils' language, vocabulary and communication.
To raise the aspirations of children and parents in receipt of pupil premium and improve their attendance.	Sustained high attendance demonstrated by: Attendance of disadvantaged pupils above 96%.
Gaps in understanding are addressed and pupils have developed a range of strategies to support their own learning.	Pupils understand how they learn and are resilient learners. Increasingly, pupils know more and remember more. Appropriate support in place for PP pupils with SEND.

<p>To improve provision to support pupils with the development of social and emotional skills.</p> <p>Mental Health Issues in children and in adults are less of a barrier to learning.</p>	<p>Children succeed in class and are given a range of strategies to cope with anxieties/ stress.</p> <p>Impact of SEMH support and interventions measured by “Motional” tool.</p> <p>Parents have extra support from EH and MH support agencies, signposted from school.</p>
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Activity in this academic year

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: £15,242 – from Pupil Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo support (£15,242) Ed psychology support paid for via other school budget.	Through consultation with the school's SENDCo and each class teacher, children who meet the threshold for Educational Psychology support will be prioritised for involvement. The aim is to identify specific needs and implement a plan to address the next steps. Evidence: Special Educational Need in Mainstream School. Recommendation 2. Education Endowment Foundation (EEF).	3
Curriculum Development EY specialist to work with leaders to develop environment and curriculum. (School to school support paid for by MCC)	Effective professional development: <ul style="list-style-type: none">• Builds knowledge;• Motivates teachers;• Develops teaching techniques;• Embeds practice. Evidence: Effective Professional Development – The Mechanisms of PD. Education Endowment Foundation (EEF) Evidence: Standard for teachers' professional development. Department for Education.	1, 4, 5

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

Budgeted cost: £51,106.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • TAs delivering Lightning Maths in Y3, 4, 5, 6 • TA to do phonics and maths for Y1 • TA to do SALT interventions for Y1 • TA to do spelling, maths and Communication Fix intervention in Y2 • TA to do maths and spelling interventions for Y3 • TA to do Cool Connections & working memory interventions Y3 • TA to do maths interventions for Y4, 5 & 6 • TA to do one to one readers during breakfast club daily • LO's to listen to readers daily for half an hour • TA to run writing intervention for Y1 children • Cost of PP lead (DHT) 1/2 a day per week • Curriculum resources for EYFS • Curriculum resources - ipads • SATs companion 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one:</p> <p>Evidence: One to one tuition. EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Evidence: Small group tuition. Toolkit Strand. Education Endowment Foundation (EEF).</p> <p>Oral language interventions. Toolkit Strand. Education Endowment Foundation (EEF).</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £43,987.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Attendance Officer • Learning Mentor • Play therapist a day per week • Wider curriculum staffing for clubs • SEMH Resources 	<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>Evidence: EEF Social and Emotional Learning.</p> <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>Evidence: EEF Social and Emotional Learning.</p> <p>Learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development.</p> <p>Evidence: Improving School Attendance. DfE guidance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £110,335.65

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.

% of children on track to achieve in line with or above their EYFS attainment. (These children didn't have statutory assessment in Y2 due to the lockdown)

Y6 Cohort 24	Pupil premium	Non pupil premium	Difference between non PP and PP
Reading	100% (8 out of 8 pupils)	92% (22 out of 24pupils)	+8%
Writing	38% (3 out of 8 pupils)	71% (17 out of 24 pupils)	-33%
Maths	63% (5 out of 8 pupils)	92% (22 out of 24 pupils)	-29%%

% of children on track to achieve in line with or above their EYFS attainment.

Y5 Cohort 25	Pupil premium	Non pupil premium	Difference between non PP and PP
Reading	92% (12 out of 13 pupils)	88% (15 out of 17 pupils)	+4%
Writing	77% (10 out of 13 pupils)	47% (8 out of 17 pupils)	+30%
Maths	100% (13 out of 13 pupils)	71% (12 out of 17pupils)	+29%

% of children on track to achieve in line with or above their EYFS attainment.

Y4 Cohort26	Pupil premium	Non pupil premium	Difference between PP and non PP
Reading	100% (8 out of 8 pupils)	82% (18 out of 22 pupils)	+18%
Writing	100% (8 out of 8 pupils)	86% (19 out of 22 pupils)	+14%
Maths	100% (8 out of 8 pupils)	91% (20 out of 22 pupils)	+9%

Y3 Cohort27	Pupil premium	Non pupil premium	Difference between PP and non PP
Reading	88% (7 out of 8 pupils)	76% (16 out of 21 pupils)	%+12
Writing	63% (5 out of 8 pupils)	67% (14 out of 21 pupils)	-4%
Maths	75% (6 out of 8 pupils)	52% (11 out of 21 pupils)	+23%

%of children on track to achieve ARE. (These children didn't have statutory assessment in EYFS due to the lockdown)

Y2 Cohort28	Pupil premium	Non pupil premium	Difference between PP and non PP
Reading	100% (10 out of 10 pupils)	95% (18 out of 19 pupils)	+5%
Writing	90% (9 out of 10 pupils)	79% (15 out of 19 pupils)	+11%
Maths	90% (9 out of 10 pupils)	89% (17 out of 19 pupils)	+1%

Y1 Cohort29	Pupil premium	Non pupil premium	Difference between PP and non PP
Reading	30% (2 out of 6 pupils)	11% (7 out of 22pupils)	+19%
Writing	30% (2 out of 6 pupils)	68% (15 out of 22 pupils)	-38%
Maths	30% (2 out of 6 pupils)	68% (15 out of 22 pupils)	-38%

The gap in achievement between PP and all children is not significant except in Y1 where there are a high proportion of children with significant learning needs and Y6, a cohort which were significantly impacted by the pandemic.

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
Ten Ten	Sats Companion
TT Rockstars	IDL
OTrack	Purple Mash

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