

# Ainsdale St. John's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lorna O'Brien
Pupil premium lead	Amanda Horsley
Governor / Trustee lead	Martyn Maguire

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,393
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,730
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£3,368
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£68,492

## Part A: Pupil premium strategy plan

### Statement of intent

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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker 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, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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 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 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	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with early reading than their peers.</p> <p>When looking at Year 1 phonics screening checks, disadvantaged pupils average score was 30 compared to 35 for non-disadvantaged peers.</p>
2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>End of KS1 SATs show 38% of disadvantaged pupils achieved a scaled score of 100+ compared to 77% of non-disadvantaged pupils. This gap then widens by the end of KS2 SATs.</p>
3	<p>Internal and external assessments indicate that writing attainment is low but particularly among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>End of KS1 writing teacher assessments show 25% of disadvantaged pupils achieved age-related expectations compared to 55% of non-disadvantaged pupils. This gap then widens by the end of KS2.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to friendship issues, managing and regulating emotions and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high and teachers share concerns about children, disadvantaged in particular, that show a lack of resilience.</p>
5	<p>Our attendance data from the previous year indicates that attendance among children in receipt of free school meals (FSMs) has been between 5% lower than for those who are not in receipt of FSMs. A small number of children who are severely persistently absent receive FSMs.</p> <p>Disadvantaged children who are CLA or post-CLA have high attendance.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting FSM pupils' progress.</p>

## 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
Improved early reading attainment among disadvantaged pupils.	<p>Year 1 phonics outcomes in 2023/24 show that 2 out of 3 disadvantaged pupils met the expected standard.</p> <p>Year 2 phonics retakes in 2023/24 show the small number of disadvantaged pupils have made good progress and passed.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that 2 out of 3 disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2023/24 show that 77% of the cohort achieve age-related expectations. 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by the end of 2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour issues at lunchtimes</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by the end of 2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 8%.</li> </ul>

## 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: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of refresher training for a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils as well as additional adults to support smaller groups.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1
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 Mastering Number 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: <a href="#">Mathematics guidance: key stages 1 and 2</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>	2
Purchase of resources and training to support the teaching of transcription skills and remove one of the barriers that has been holding children back from achieving age-related expectations.	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Literacy in Key Stage 1</a>	3
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4 and 5

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff using the My Happy Mind resource and ELSA support.	performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and RWI support.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1
Additional maths sessions targeted at disadvantaged pupils who require further support.	Maths intervention approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted maths interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2
Additional spelling sessions targeted at disadvantaged pupils who require further support.	Spelling intervention approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted spelling interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Improving Literacy in Key Stage 1</a>	3

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

Budgeted cost: £13,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and positive play approaches with the aim of developing our school ethos and improving behaviour across school during lunch.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
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: £68,492**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data linked with last years intended outcomes demonstrated:

#### Year 1 (5 disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Phonics	79%	77%	85%	40%

Overall in line with national, out of a small group of 5 disadvantaged children only 2 achieved age-related expectations of 32/40 on the phonics screening check.

The 3 remaining children scored in the mid to high 20s so are on track to pass when re-takes happen in Year 2.

#### Key Stage 1 Teacher Assessment (8 disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Reading	68%	67%	68%	63%
Writing	60%	43%	50%	25%
Maths	70%	70%	77%	50%

Reading and maths at the end of KS1 were in line with national data.

Reading was a strength with disadvantaged children being the closest to non-disadvantaged in reading. Out of the 3 disadvantaged children who did not achieve age-related expectations, 2 were teacher assessed as pre-key stage level.

Writing was below national for the cohort as a whole with only 2 disadvantaged children achieved age-related expectations. 3 out of the 6 who did not meet age-related expectations were assessed as pre-key stage level. The remaining 3 had barriers with spelling and handwriting.

#### Year 3 and 4 Teacher Assessment (13, 7 and 6, disadvantaged pupils)

	ASJ	Non-Disadvantaged	Disadvantaged
Reading	81%	73%	54%
Writing	58%	59%	31%
Maths	69%	69%	38%

Maths and writing were the weakest areas for disadvantaged children across the lower junior phase. Barriers for children in writing included spelling and handwriting. In maths, children struggled with number fluency and recall of facts.



**Key Stage 2 SATs (4 disadvantaged pupils)**

	National	ASJ	Non-Disadvantaged	Disadvantaged
Reading	73%	86%	92%	50%
Writing	71%	75%	83%	25%
Maths	73%	75%	83%	25%

At the end of KS2 there was a large difference between disadvantaged and non-disadvantaged but there was a very small sample size of 4 children. Two of the 4 disadvantaged children also had EHCPs. Despite this, reading was still a strength of the cohort and the disadvantaged group overall.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

**2022/2023 Attendance**

ASJ	Non-FSMs	FSMs
95.4%	96.5%	91.4%

The attendance data demonstrated that within the disadvantaged group, children in receipt of free school meals had the lowest school attendance. 2 out of the 37 children in receipt of free school meals were classed as severely persistent absentees at the end of previous academic year.

Absences were linked with social and emotional needs and school based anxiety.

Behaviour and wellbeing showed a missed opportunity with more play based learning during lunchtimes and ensuring that pupil voice was used to gauge interest in extra-curricular activities for disadvantaged children.

Our evaluation of the approaches delivered last academic year indicates that reading approaches are effective, however, early reading should remain an area of focus. Academic interventions for maths and spelling should have baselines to ensure impact is measured accurately as well as the use of NFER and BSquared assessments.

Building on last year's strategy, there is a need for increased support with attendance to ensure children attend and achieve, improving outcomes for all. Alongside this, support with social and emotional wellbeing and resilience needs to be enhanced so that children have tools to use.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme
Read, Write, Inc - Ruth Miskin
Confident Me and Mini Confident Me
ELSA
One Decision – PSHE curriculum
Nessy – reading, writing and spelling
Mastering Number - NCETM
SSTEWS – Sustained Shared Thinking and Emotional Wellbeing