

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	19.5%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Lorna O'Brien Headteacher
Pupil premium lead	Sarah Myers Deputy Headteacher
Governor / Trustee lead	Martyn Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,997
Recovery premium funding allocation this academic year	£3,835
Pupil premium (and recovery premium) funding carried forward from previous years	£2,710.26
Total budget for this academic year	£62,542.26

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.

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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties than their peers. This negatively impacts their development across KS1.
2	Internal and external assessments indicate that phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Phonics scores at the end of Year 1 2022 show 50% of disadvantaged pupils achieving below the expected pass for the phonics screening test.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
4	Our assessments, observations and discussions with pupils, families and teachers have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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 reading, writing and maths attainment among disadvantaged pupils at the end of KS1.	KS1 reading, writing and maths outcomes in 2022/23 will show that more than 66% of disadvantaged pupils have met the expected standard in reading, 58% of disadvantaged pupils have met the expected standard in writing and 66% of disadvantaged pupils have met the expected standard in maths.
Improved phonics attainment at the end of Year 1	Phonics attainment in 2022/23 will show that more than 50% of disadvantaged pupils will pass the phonics screening test. <i>(Only 4 children)</i>
Improved reading, writing and maths attainment among disadvantaged pupils in Years 3 and 4.	Lower KS2 reading, writing and maths outcomes in 2022/23 will show that more than 77% of disadvantaged pupils have met the expected standard in reading, 46% of disadvantaged pupils have met the expected standard in writing and 69% of disadvantaged pupils have met the expected standard in maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £41,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER standardised diagnostic assessments.</p> <p>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:</p> <p>It will be carefully calibrated assessments, undertaken in classrooms, which will offer a more accurate and complete picture of any necessary 'catch up' or otherwise.</p>	3
<p>Additional Teaching Assistant support in Reception, Year 1 and Year 2 to facilitate the effective group teaching of phonics through a systematic synthetic phonics programme.</p>	<p>Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence.</p> <p>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.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1,2

	<p>Ph Foundation EEF onics Toolkit Strand Education Endowment</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement of our High Quality Teaching in line with EEF guidance using extra teaching assistant support across Rec, Year 1 and Year 2.</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Employment of PSA Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve supporting families and improve attendance. This will also improve the quality of social and emotional (SEL) 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and</p>	<p>4</p>

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>valuable impact on attitudes to learning and social relationships in school.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	
<p>Purchase of Insight Data Tracking system in order to import pupil information and statutory assessment data.</p> <p>Carefully monitor the progress and attainment of disadvantaged children against the school's curriculum targets.</p>		1, 3
<p>Continued Curriculum development through CPD opportunities. Teachers to implement new teaching approaches in order to improve high quality teaching.</p>		1, 3

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

Budgeted cost: £7,571.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention led by a teacher for small groups up to 3 times a week in reading, writing and maths.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>Low attaining pupils particularly benefit from small group tuition.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Purchase of technology based Nessy Programme to deliver targeted 1:1 interventions in reading, writing and spelling</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>Studies involving digital technology show broadly similar effects.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p>Purchase of adapted materials to ensure the accessibility of resources for disadvantaged children:</p> <p>Partially sighted exercise books</p> <p>Large print 'Guide Dog' reading books</p>	<p>NASEN also remind us that there will still be pupils with SEND who need and benefit from different resources, teaching materials and strategies to access their learning.</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits		4
Music lessons		3
Purchase private counselling sessions to support disadvantaged children with social and emotional mental health needs.	<p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Purchase Safeguarding CPOMS	<p>SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: 54,626.72

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 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

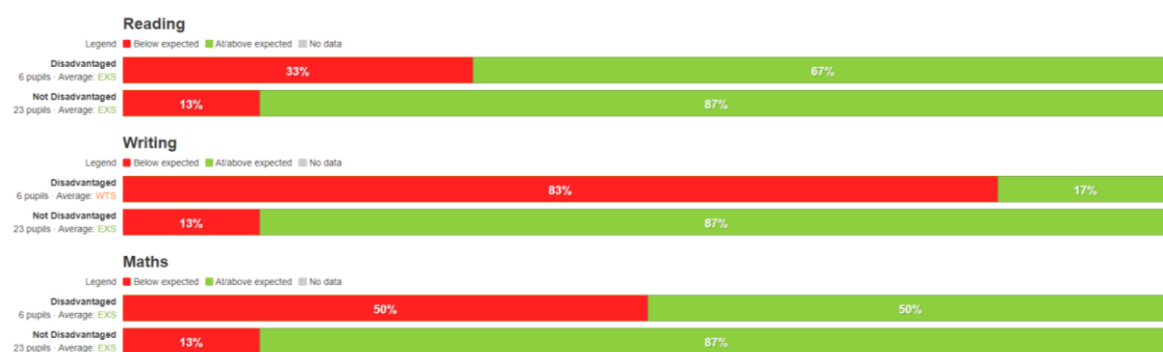
DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

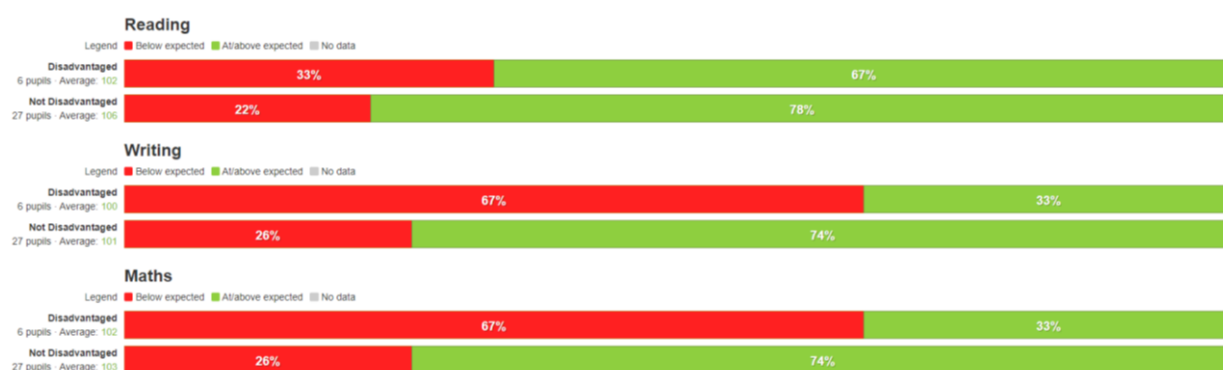
Phonics Screening Check data - Disadvantaged Vs Non-Disadvantaged



Key Stage 1 SATs Teacher Assessment - Disadvantaged Vs Non-Disadvantaged



Key Stage 2 SATs data – Disadvantaged Vs Non-Disadvantaged



The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Wellbeing and mental health needs remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

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