

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ainsdale St. John's CE Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	1 st November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lorna O'Brien
Pupil premium lead	Lorna O'Brien
Governor lead	John Forshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,370.83
Recovery premium funding allocation this academic year	£2,683
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56,053.83

Part A: Pupil premium strategy plan

Statement of intent

- For EYFS/KS1 children to have access to high quality, systemic teaching of phonics so that they move with ease from learning to read to reading to learn.
- To develop resilience and growth mindset strategies by accessing Thinking School materials.
- To ensure the management of emotions does not hinder children from accessing the curriculum and achieving their full potential.
- To ensure metacognitive strategies are used so that knowledge is revisited little and often and children are able to retrieve past learning to support future learning.
- To record safeguarding, attendance concerns and pastoral support in a secure way.
- To use assessments to measure progress using standardised scores as a comparable measure and intervene at the earliest point.

Challenges

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

Challenge number	Detail of challenge
1	Early reading and knowledge of phonics.
2	Low self-esteem and lack of self-belief.
3	Difficulty controlling emotions and self-regulating.
4	Difficulty retrieving previous learning and making links across the curriculum.

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
Confident readers in EYFS/KS1 accessing age related texts	Increase in number achieving expected/ passing phonics screening check
Increase in confidence and self-esteem	PASS surveys show improvements
Children able to self-regulate	Children show increased awareness of how to manage feelings/emotions
Children aware of retrieval strategies	Increase in attainment using NFER standardised scores as children able to retrieve knowledge

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: £22,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thinking Schools CPD	Research shows that metacognition is an area which can improve outcomes.	2, 4
Additional time out of class for SENDCo	An increasing number of PP children are also SEND. In order to ensure the children receive the right amount of support from interventions and outside agencies, the SENDCo has been released from class for an additional day to orchestrate.	1, 2, 3, 4
Staff CPD	Quality first teaching is essential to ensure PP children make progress alongside peers. Staff Development Times and INSETs are given to ensuring staff receive high quality training to develop teaching and classroom pedagogy.	1, 2, 3, 4
NFER assessments and Insight data tracking software	Supports teacher assessment judgements and ensure progress of PP children can be measured effectively. Support can then be put in place to ensure the gap does not widen. Lost learning post-assessment revisited.	1, 4
ELSA training	Mental health and wellbeing is key to ensuring PP children make progress. A TA is receiving training to ensure that she can support children with managing their emotions and successfully accessing the curriculum.	2, 3

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

Budgeted cost: £31,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support, EYFS/KS1. RWI small groups	Small group, targeted RWI tuition can support children in making increased progress as formative assessment can be used regularly in sessions and teaching adapted in response.	1
A Confident Me (KS2) and Mini Confident Me (KS1) programmes	Strategies to teach children how to manage their emotions and feelings will enable them to self-regulate and access the academic learning needed to improve outcomes.	2, 3

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

Budgeted cost: £2,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential costs	School aims to raise aspirations of those from disadvantaged families and will do this by ensuring they do not miss out on a wide range of opportunities to increase aspirations and ensure confidence grows.	2
Breakfast club	A small number of PP children are going without breakfast. Children find it difficult to focus and concentrate.	1,2,3,4
Music tuition support	Children should have a right to learn to play an instrument regardless of socio-economic status.	2
PASS Survey	To assess social and emotional wellbeing and impact of interventions.	2, 3
CPOMS	Safe recording of concerns and pastoral support offered.	1, 2, 3, 4

Total budgeted cost: £55,717

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Last year marked the end of a previous pupil premium strategy plan. The plan managed to diminish the difference between non-PP and PP children through the use of an additional teacher in Year 6. It was thought that although this was a success, it did not have the impact to match the cost so other strategies would be implemented this academic year.

Baseline teacher assessment was gathered in September 2021 and NFER standardised scores will be used at the end of Autumn 2 to measure progress for the current academic year. This will ensure progress and impact can be measured effectively for the academic year 2021/2022.

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
TTRS	Maths Circle Ltd
Spelling Shed	Education Shed Ltd
DB Primary	New Era Technology
Nessy	Nessy Learning Ltd.