

# Watford St John's School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) funding to help improve the attainment of our disadvantaged children.

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
Watford St John's C of E School	December 2023
Number of children in school	375
Proportion (%) of pupil premium eligible children	10% (40 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 6th
Date on which it will be reviewed	October 2026
Statement authorised by	Anna Pyatt
Pupil premium lead	Sophie Thompson
Governor / Trustee lead	Joanna Conn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,420

# Part A: Pupil premium strategy plan

## Statement of intent

At Watford St John's our children from disadvantaged backgrounds make up 10% of our school community. Our children who receive pupil premium are from a range of backgrounds and languages. Our key principles are to provide a broad and balanced curriculum for our children whilst striving for the highest academic standards for all children, no matter what their starting points. We have high expectations and are relentless in our determination for all children to achieve their full potential. We are committed to preparing them for the next stage in their education and to foster a love of learning. We take the time to understand each child and how to support their barriers.

Our Priorities are:

- Ensuring all children receive quality first teaching during lessons
- Eliminating the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the children who need it most

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate accordingly based on up-to-date research.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children's attainment and progress may not be in-line with non disadvantaged pupils.
2	Disadvantaged children may be affected by social and emotional challenges

3	Attendance of children who are PPG is lower than national and non PPG children at school PPG children: 91.7%* Non-PPG: 95.5%*
4	Disadvantaged children may not have access to paid, curricular and extra curricular activities provided by the school and outside agencies
5	Disadvantaged pupils and families may need support at home

\*As of 01.09.23 - 06.12.23

## 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
Ensure the quality of teaching and learning remains good or better, improving the robustness of assessment and the use of gap analysis to close the gaps and accelerate progress.	Disadvantaged children receive high quality teaching and learning in order to make rapid progress towards expected targets. Ensure early interventions in place.
All children are able to identify and communicate how they are feeling and what could help and develop positive behaviour for learning skills.	Children show developed self-regulation, metacognition strategies and communication skills; They can speak about their feelings, identify causes and ways to overcome obstacles.
Social and emotional needs of disadvantaged children are supported	Disadvantaged children have access to varied support in school, during school and outside school from external agencies

## 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 2023/4
Deputy Headteacher planning, tracking, overseeing and recruiting families then managing the pupil premium grant, the support provided for children and families, and the education and interventions the children receive in school as well as supporting improvement in attendance.	£7,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ new Deputy Headteacher who will: i) ensure all disadvantaged children are accessing the appropriate support, ii) coordinate and track the Quality First Teaching and other support disadvantaged children receive	<i>EEF suggests that behaviour support can increase academic progress by +4 months.</i> <a href="#"><u>9 Pillars of School Leadership - David Woods October 2020</u></a> tells us that <i>having direction and strategic leadership. "They (leaders), ready to seize the opportunities for change."</i>	1, 2, 3, 4 and 5

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

	Budgeted 2023/4
Drawing and Talking Therapy courses	£250
Teaching Assistant support (8 members of support staff trained)	£9,094 (2 days)
Higher Level Teaching Assistant support	£7,891 (1.5 days)
TOTAL	£17,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Drawing and Talking training</u> Course for Lead Teacher and upskilling of others to lead sessions	EEF suggests that behaviour support can increase academic progress by +4 months.	2, 4, 5
Phonics small group catch up LSA support	EEF states using a systematic approach that explicitly teaches children a comprehensive set of letter-sound relationships through an organised sequence together with training and monitoring will increase +5 months. As well as small group tuition results in around +4 months.	1
Priority reading LSA support and TA deployment	Children who require the opportunity to read daily with an adult. Use of TAs to support this.	1, 4, 5
Feedback from teachers to PPG children	All PPG children will be priority markers twice a week and will also have an adult to support 'Next Steps'. Both verbal and written feedback can improve by around 7 months.	1, 2, 3, 4
TA support for mentoring, targeted academic support and well-being.	Targeted intervention based on effective assessment of children's needs has a positive impact on children's learning 'where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching' EEF , + 4 months.	1, 2, 4

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

	Budgeted 2023/4
Family Support Worker (47 hours)	£1,641
Safeguarding and Family Support Officer Attendance Lead	£11,508 (1.5 days)
Uniform	£2,000
Extra-curricular support	£500
Trips	£2,745

Music	£500
<b>TOTAL</b>	<b>£18,894</b>

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Parent support Eg: family support worker, Senior Leadership team, outside agency referrals, signposting.	Schools involve parents in supporting their children's academic learning. It includes: developing parental skills such as literacy or IT skills; approaches to encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Around +4 months	2,3,4 and 5
Wider curriculum experiences, uniform, and trips.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Around +3 months. Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to disadvantaged children. Being able to have access to the correct uniform allows children to feel comfortable during their school day.  Children in year groups have milk subsidised.	2,3,4 and 5

## **Total budgeted cost**

Teaching	£7,291
Targeted Academic Support	£17,235
Wider Strategies	£18,894
<b>TOTAL</b>	<b>£43,420</b>

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged children.

This details the impact that our pupil premium activity had on children in the 2022 to 2023 academic year.

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

- 1. All pupils are able to identify and communicate how they are feeling and what could help and develop positive behaviour for learning skills: Pupils show developed self-regulation, metacognition strategies and communication skills; They can speak about their feelings, identify causes and ways to overcome obstacles.**

*All staff trained in Zones of Regulation and delivering as part of Quality First Teaching. LSAs and TAs deployed to work directly with children who require more focussed support. Staff trained in Drawing and Talking and delivering these sessions 1:1. Families requiring additional support are recognised and receive Family Support Worker advice and ongoing support.*

- 2. Good progress from starting points, in reading, writing and maths: Early interventions, children have access to high level of Quality First teaching, parental engagement is high.**

*Training in assessment has enabled staff to identify gaps and strategies to support closing the gap. PPG and SEND children receive targeted support from TAs and LSAs with provision mapped across cohorts. Staff able to respond to needs through deployment of support staff. Parents attending reading workshops.*

- 3. All pupils to receive access to co-curricular activities and learning experiences to support their academic learning. A broad and rich co-curriculum which goes beyond the school curriculum. Children identify the value of being part of a wider community and have the opportunity to take part in developing into young citizens.**

*Children are treated equally and all children receive the same opportunities in terms of uniform and extra-curricular opportunities and no children were excluded from these owing to lack of funding. Many families were financially supported for payments for swimming, trips, residential, school uniforms, PE kit, breakfast and after school clubs. Children had opportunities to take part in local sporting events, environmental outreach.*

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged children, that is not dependent on pupil premium or recovery premium funding.*