

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	Bollington St John's
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	1.12.21
Date on which it will be reviewed	1.12.22
Statement authorised by	Mrs Melanie Walker (Headteacher)
Pupil premium lead	Mrs Shelley Smith (SENCO)
Governor / Trustee lead	Mrs Tess Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,485
Recovery premium funding allocation this academic year	£ 2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20,515
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

We refer to the Educational Endowment Fund to select the best ways to improve pupils' academic progress, emotional well-being and ensure inclusion in all the school has to offer.

- Pastoral care is a priority within our school.
- We take steps through our curriculum to positively impact the mental health of all children, staff and parents who are part of our school community.
- We provide additional, skilled, adult support to provide early intervention, either 1:1 or within a small group, to 'diminish the gap' between Pupil Premium pupils and their peers. Specific resources, specialist advice and staff training is also provided to enhance our provision, in order to meet our pupils' needs.
- We feel that, whilst the funding should be focused on learning, children in receipt of Pupil Premium should be given the opportunity to experience a wide range of out of school activities. We help with the funding of Forest Schools, school trips, after school clubs, residential visits, uniform, swimming and we offer the opportunity to play a musical instrument.

Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being, particularly lack of resilience and independence skills.
2	Low academic baseline – many of our Pupil Premium children have identified additional needs or require some form of specific provision.
3	Support from home and limited experience of the wider curriculum and community.

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
Successful implementation of a whole school approach to mental and emotional well-being.	Children will have the tools to equip them and they will know how to use them to face mental health challenges at any time in their future.
A rise in attainment in English and maths	The standardised scores of children in

through targeted interventions.	reading, spelling, punctuation, grammar and maths will improve over time.
The establishment of a positive home/school relationship and an enhanced wider curriculum experience for children.	Parents will keep in close and regular contact with school and teachers. Children's wellbeing will improve with access to an enhanced wider curriculum.

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: £4,746.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant salary for 1:1 EHCP child (not including LA funding)	First 12 hours of classroom support for PPG child with EHCP.	1 pupil premium child

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

Budgeted cost: £14,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant salary for 1:1, small group intervention and classroom support	In liaison with class teachers and the SENCO, intervention programmes and in class support is provided to target potential gaps between pupils eligible for the PPG and their peers.	All pupil premium children (13)
Teacher salary for SENCO to provide listening ear for vulnerable children when required	To support pupils with emotional/mental health difficulties by providing a safe environment for them to share concerns as and when required.	All pupil premium children (13)
IDL online literacy support	Low cost, high impact evidence based literacy support intervention to help support pupil progress in literacy.	10 pupil premium children
Dyslexia Gold online literacy support	Low cost, high impact evidence based literacy support intervention to help support pupil progress in literacy.	10 pupil premium children
Making Sense of Autism training and Universal Sensory Processing	Training for teaching assistants to raise awareness of autism and associated sensory processing issues to help support children with ASC in classroom.	All pupil premium children (13)

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

Budgeted cost: £4,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools	Children access a nurturing, learning environment which helps boost confidence, mental health and wellbeing.	All pupil premium children (13)
My Happy Mind	NHS and Cheshire East backed initiative to help all children gain a toolbox of skills they can access for positive mental health.	All pupil premium children (13)

Total budgeted cost: £ 23,329.96

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.

KS1 – The Pupil Premium child in Year 2 would have been unlikely to meet the National Standard in Reading, Writing and Maths.

KS2 – One third of Pupil Premium children in Year 6 (one child) would have met or exceeded the National Standard in Reading, Writing, SPaG and Maths. Two thirds (2 children) would not have met or exceeded the National Standard in Reading, Writing, SPaG and Maths.

Years 1, 3, 4 and 5 – 1 Pupil Premium child is working at age related expectations. 2 Pupil Premium children who are working below age expectations have progressed from their individual starting points. 1 Pupil Premium child is working towards age related expectations in all areas, 1 child is working towards age related expectations in reading and maths and below in writing and SPaG, 1 child is working towards age related expectations in reading and writing, and below in maths and SPaG, and 1 child was making good progress in reading and maths but scores dipped in the summer term. Close monitoring in autumn 2021 is being carried out of all Pupil Premium children.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We feel that, whilst the funding should be focused on learning, children in receipt of Pupil Premium should be given the opportunity to experience a wide range of out of school activities. We help with the funding of school trips, after school clubs, residential visits, uniform, swimming and we offer the opportunity to play a musical instrument.

Since September 2020, we have a dedicated member of staff who offers and provides emotional support where appropriate for those children who have emotional challenges which may or may not become a barrier to their learning. Meetings provide opportunities to reduce anxiety and develop confidence.

We host regular events for parents to advise them on changes to the curriculum including how we teach maths and reading, and how to prepare their child for starting school.

Mindfulness, Yoga and relaxation sessions are built in during the day. Restorative group work and social skills groups take place when needed to support pupils with social communication difficulties.

There remains a gap between the attainment of Pupil Premium pupils and their peers. Some pupils have specific difficulties which impact on their learning. We have also identified a lack of independence skills which improves significantly as pupils move through the school. We have access to regular advice and support from the Educational Psychology Service and the Cheshire East Autism Team, through their consultation process. Advice from other outside agencies such as the Speech and Language Service, Paediatric Occupational and Physiotherapy Service, Child and Adolescent Mental Health Service and the School Nursing Service is used to meet the needs of our pupils.