# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Bollington St John’s |
| Number of pupils in school | 100 |
| Proportion (%) of pupil premium eligible pupils | 11% (11 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | 1.12.24 |
| Date on which it will be reviewed | 1.12.25 |
| Statement authorised by | Mrs Melanie Walker (Headteacher) |
| Pupil premium lead | Mrs Shelley Smith (SENCO) |
| Governor / Trustee lead | Mrs Rosie Hemmings |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £18,460 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  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

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| We refer to the Educational Endowment Foundation 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.

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| 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.

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| 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 through targeted interventions. | The standardised scores of children in 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: £22,216.32

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching assistant salary for 2 1:1 EHCP children (not including LA funding) and 2 children who are supported 1:1 and for whom EHC Needs Assessments have been submitted to local authority | First 12 hours of classroom support for 2 PPG children with EHCP and 2 PPG children whose EHC Needs Assessments for an EHCP have been submitted to the local authority. | 4 pupil premium children |

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

Budgeted cost: £1,388.52

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| 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. | 8 pupil premium children |
| IDL online literacy support | Low cost, high impact evidence based literacy support intervention to help support pupil progress in literacy. | 5 pupil premium children |
| Learning Village resource (EAL children) | Online resource for EAL learners (from Ukraine) to help with English skills. | 1 pupil premium child |

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

Budgeted cost: £6,492

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| 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 (11) |
| Girls on Board | KS2 behaviour initiative to help girls reflect on friendships and related behaviour issues. | 5 pupil premium children |
| Mighty writer | Visual teaching resource to support and develop independent writing | 9 pupil premium children |

**Total budgeted cost: £30,096.84**

# 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 2023 to 2024 academic year.

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| **Reception** – One Pupil Premium child out of three in reception met all her Early Learning Goals (ELGs).  **Year 1** - One Pupil Premium child is working at national standard in reading and working towards the national standard in maths, writing and SPaG.  **Year 2** 1 Pupil Premium child is working at national standard in reading, writing, SPaG and maths. 1 Pupil Premium child with complex needs is working below age expectations in all areas but has progressed from his individual starting points.  **Year 3** – 1 Pupil Premium child is working towards national standards in reading, writing, SPaG and maths and one pupil premium child is working at national standard in reading and maths and working towards national standard in writing and SPaG.  **Year 4** -1 Pupil Premium child is working towards national standard in maths and below age related expectations in reading, writing and SPaG but has progressed from his individual starting points.  **Year 5** – 1 Pupil Premium child is working below national standard in all areas but has progressed from her individual starting points.  **Year 6** – SATS - One half of Pupil Premium children in Year 6 (one child out of two) met the national standard in reading, writing, SPaG and maths. One half (one child) met the national standard in reading and was working towards national standard in maths and SPaG. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| 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)

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| 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, Sensory Processing Occupational Therapist Service, Child and Adolescent Mental Health Service and the School Nursing Service is used to meet the needs of our pupils. |