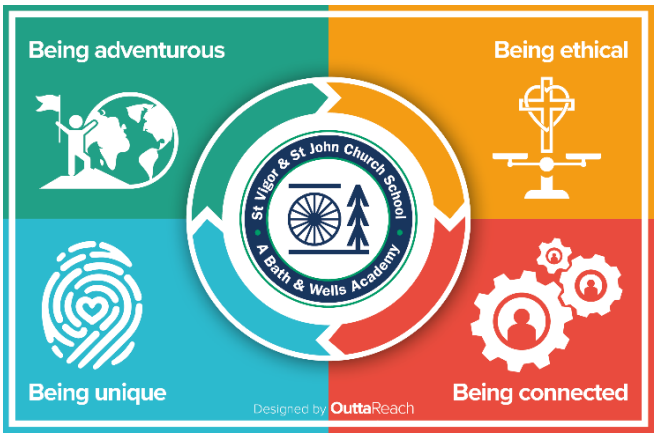
St Vigor & St John Church School Pupil Premium Strategy Statement 2024-2025



This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	215 (+88 in nursery)
Proportion of disadvantaged pupils	11.68%
Proportion of disadvantaged pupils who have SEND	12.62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Publish date	October 2024
Review date	December 2024, April 2025, July 2025
Statement authorised by	LGB
Pupil Premium lead	Molly Craney
Governor lead	Beth Freeman

Funding Overview (Chris)

Detail	Amount
Pupil premium funding allocation this academic year	£ 41933
Recovery premium funding allocation this academic year	£ 0
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	£41933

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

'Talent is distributed equally, opportunity is not'

- *Our strategy is designed to ensure that **all** pupils, regardless of the challenges they may face, have the very best opportunities to learn, achieve, create and explore*
- *This strategy is planned to ensure we address the specific challenges and gaps that disadvantaged pupils at SVSJ face*
- *All stakeholders will expected to demonstrate high expectations and ambition for our disadvantaged pupils*

Challenges

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

Challenge	Detail of challenge
1	A number of Pupil Premium children have low attainment in reading and writing. (Carried over from 2023 – 2024)
2	In addition to being eligible for PP, a number of children have additional vulnerabilities such as complex family arrangements which affect engagement or past involvements with social services. These children face challenges due to past trauma. (Carried over from 2022 –2023.)
3	A small number of Pupil Premium still do not decode appropriately. This affects their reading attainment and their ability to access the broader curriculum.
4	A number of PP children have additional need such as speech and language An impact of COVID was that a number of our PP children have increased speech and language needs. This is a priority challenge focus.
5	A gap in parental engagement with learning from some PP parents compared to non-PP continues to exist (Carried over from 2023 – 2024)

6	Although progress has been made, a disproportionate number of PP pupils have lateness/attendance concerns.

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.

Challenge	Intended outcome	Success criteria
1	Improved reading attainment	The progress and attainment gap is reduced for those pupils who are eligible for Pupil Premium funding and those who are not, in reading, writing and maths
2	Provide effective additional support for pupils who are at risk of underachieving in reading, writing and mathematics	
3	Accelerate the progress of disadvantaged pupils	
4	Attendance of key vulnerable groups is in-line with all pupils	Vulnerabilities are not a barrier to good attendance
5	Promote and sustain wellbeing of all our PP pupils supported through use of Thrive	Pupil and parent voice, observations and impact assessments

Activity in this academic year 2024-2025

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SAES- external support and training for all staff – including supporting pupils with poor working memory, learning environments and MITA training	Collaborative learning styles (+5 months, EEF) Adapting to learning styles (+ 2 months, EEF) Meta-cognition and self-regulation (+8 months, EEF)	1, 2
Full training and support for ECT	The EEF Guide to the Pupil Premium - Autumn 2021	1,2,3,4
Thrive/Licensed Practitioner Training		2,5,6

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £41836

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Play Therapy Sessions Weekly Sunshine Circles sessions	Blanco, Muro, Holliman, Stickley, & Carter (2015) – "demonstrated statistically significant improvement on academic achievement as compared to children in the control group. All children demonstrated statistically significant improvement on performance anxiety." ACE model of trauma-informed approaches to teaching.	2
Targeted Teacher support	Collaborative Learning (+ 5 months , EEF) A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. Quality feedback from all adults (+ 8 months EEF) Behaviour Interventions (+ 3 months, EEF) Behaviour interventions seek to improve attainment by reducing challenging behaviour.	1,3,5
Targeted TA support	Collaborative Learning (+ 5 months , EEF) Behaviour Interventions (+ 3 months, EEF)	1,3,5

Wider Strategies (for example, related to behaviour, attendance, well-being)

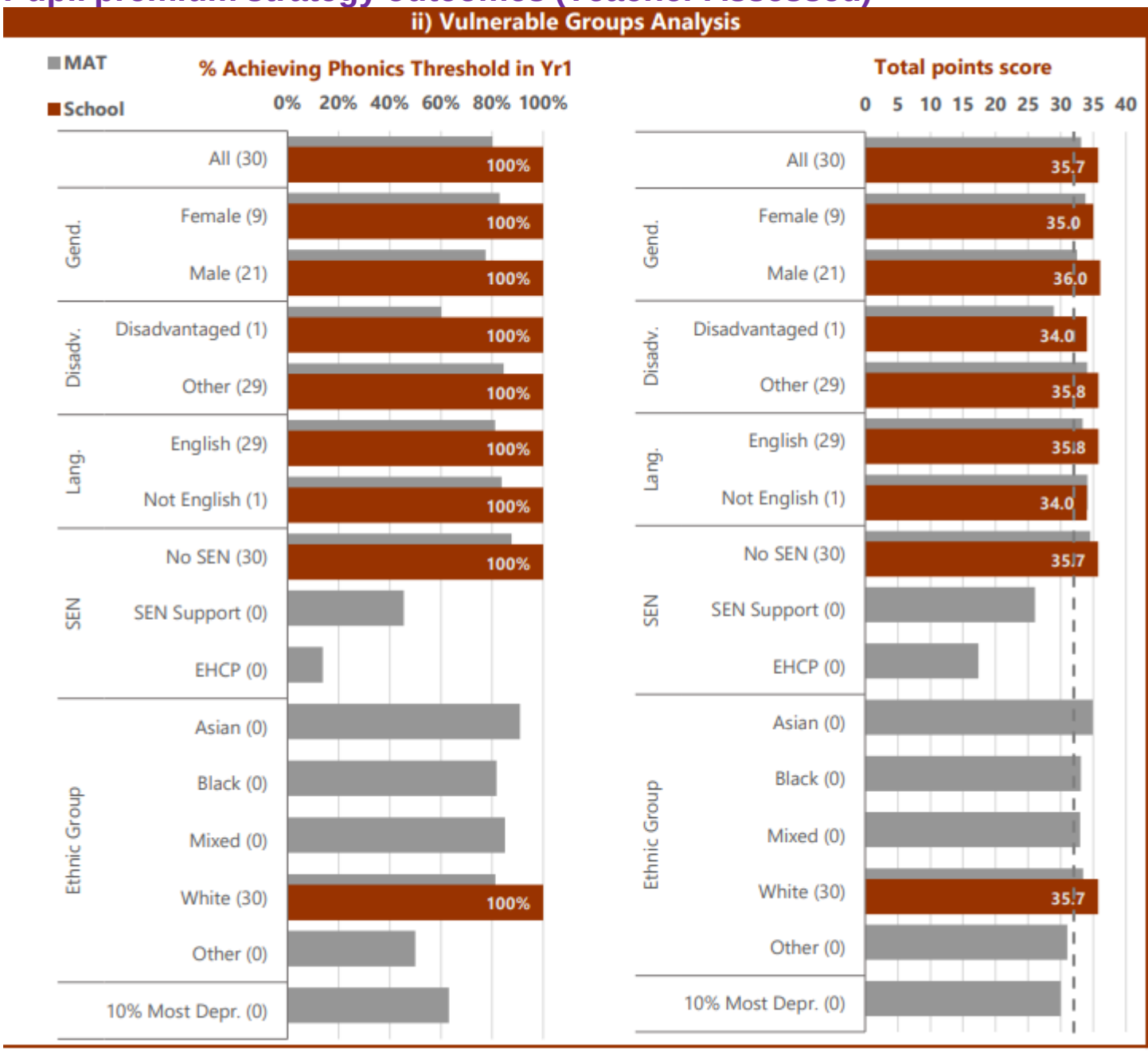
Budgeted Cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school and holiday club support	Improves physical activity opportunity (+ 1 month, EEF) and Parental Engagement (+ 4 months, EEF) and supports aims of Sports Premium for families with significant challenge	2,4, 5
Residential subsidy	Whilst strong evidence for Outdoor adventure learning is unclear, as the school has a small minority of families needing this support, the inclusivity that is achieved supports Parental Engagement (+ 4 months, EEF) and our overall values and aims for all pupils	2,4, 5
IT equipment	Purchase of equipment to ensure all pupils have equal access (+ 4 months, EEF)	1, 5
Attendance Initiatives	Designated HoS time to improve overall attendance across the school and reduce the gaps between groups.	4

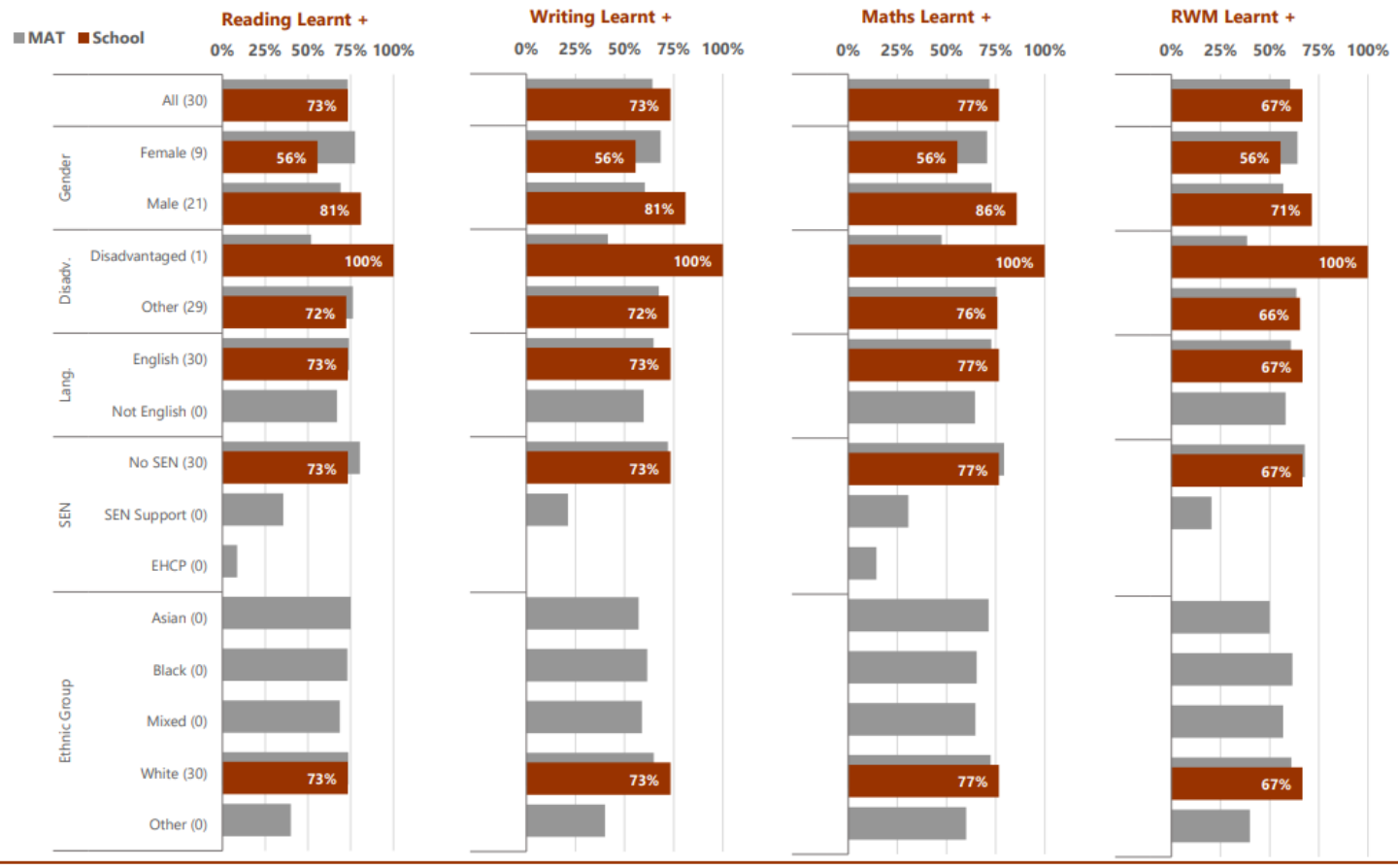
Total budgeted cost: £ 41933

Part B: Review of outcomes in the previous academic year 2023-2024

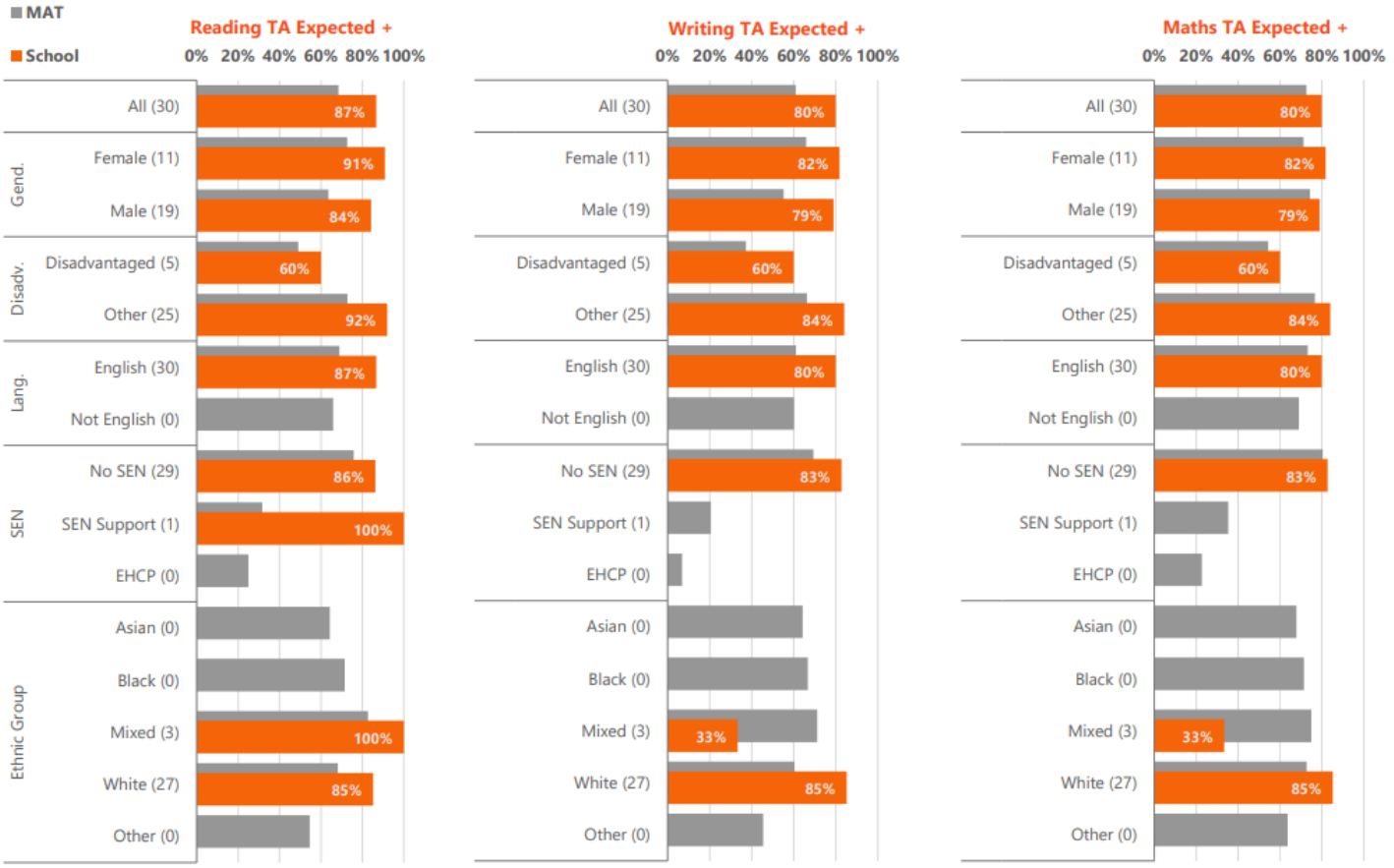
Pupil premium strategy outcomes (Teacher Assessed)



i) Vulnerable Groups Analysis (Learnt +)



v) Vulnerable Groups Analysis - TA



© Mime 2024

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below All pupils
>3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	30	**87%**	30%	**80%**	13%	**80%**	23%	**73%**	13%
Gender	Female	11	**91%**	18%	**82%**	9%	**82%**	9%	**73%**	9%
	Male	19	**84%**	37%	**79%**	16%	**79%**	32%	**74%**	16%
	Gap (Male - Female)		**-7%**	+19%	**-3%**	+7%	**-3%**	+23%	**+1%**	+7%
Disadv.	Disadvantaged	5	**60%**	20%	**60%**	0%	**60%**	0%	**60%**	0%
	Other	25	**92%**	32%	**84%**	16%	**84%**	28%	**76%**	16%
	Gap (Disadvantaged - Other)		**-32%**	-12%	**-24%**	-16%	**-24%**	-28%	**-16%**	-16%
SEN	No SEN	29	**86%**	31%	**83%**	14%	**83%**	24%	**76%**	14%
	SEN Support	1	**100%**	0%	**0%**	0%	**0%**	0%	**0%**	0%
	EHCP	0								

Key Stage 1 Groups (2024)

St Vigor & St John Church School **1e**

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below All pupils
>3* below All pupils

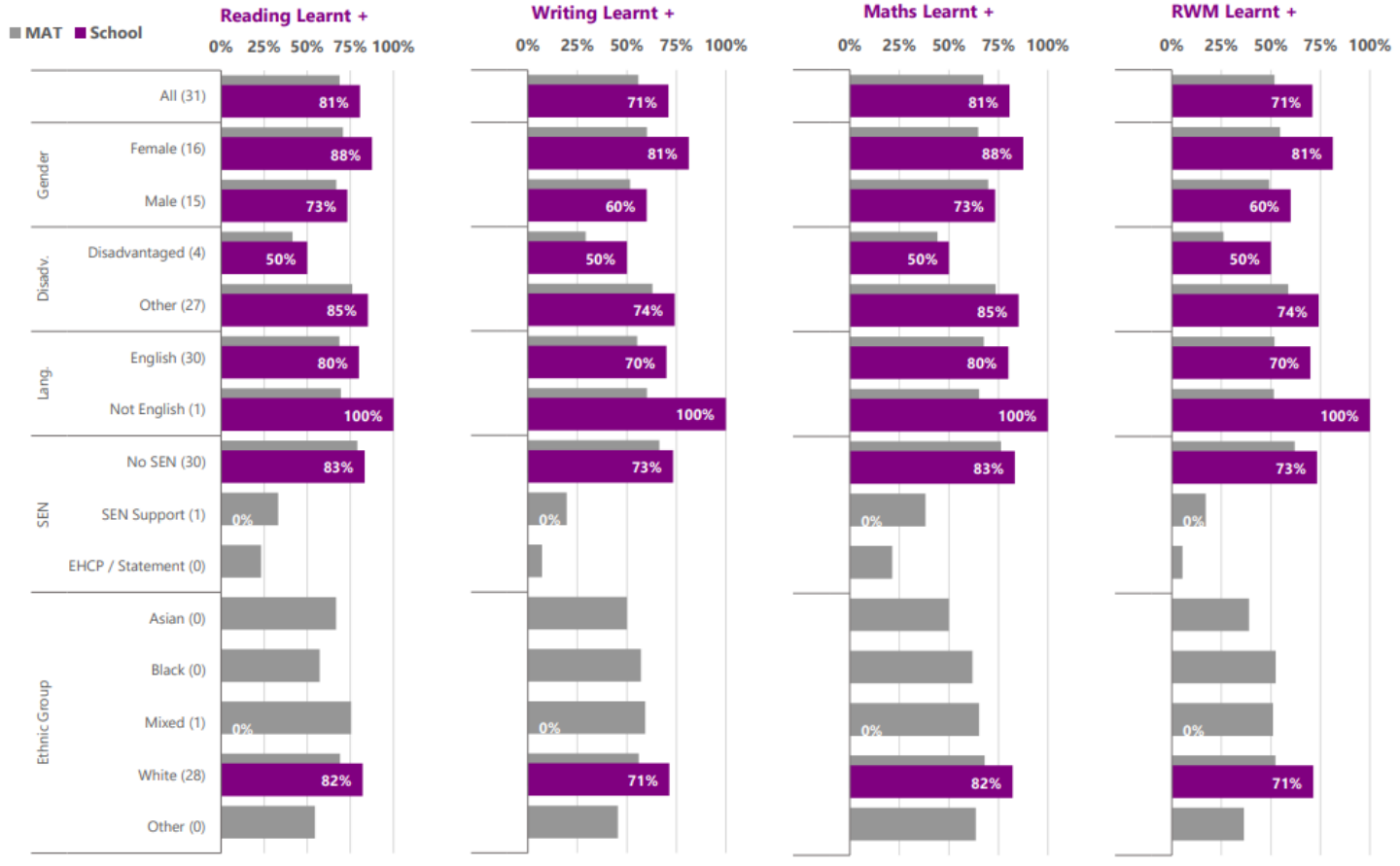
*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	30	**87%**	30%	**80%**	13%	**80%**	23%	**73%**	13%
EAL	English	30	**87%**	30%	**80%**	13%	**80%**	23%	**73%**	13%
EAL	Not English	0								
EAL	Gap (Not English - English)									
Ethnicity	Mixed	3	**100%**	33%	**33%**	0%	**33%**	33%	**33%**	0%
Ethnicity	White	27	**85%**	30%	**85%**	15%	**85%**	22%	**78%**	15%
Ethnicity	White & Asian	2	100%	0%	0%	0%	0%	0%	0%	0%
Ethnicity	Other Mixed	1	100%	100%	100%	0%	100%	100%	100%	0%
Ethnicity	White British	27	**85%**	30%	**85%**	15%	**85%**	22%	**78%**	15%

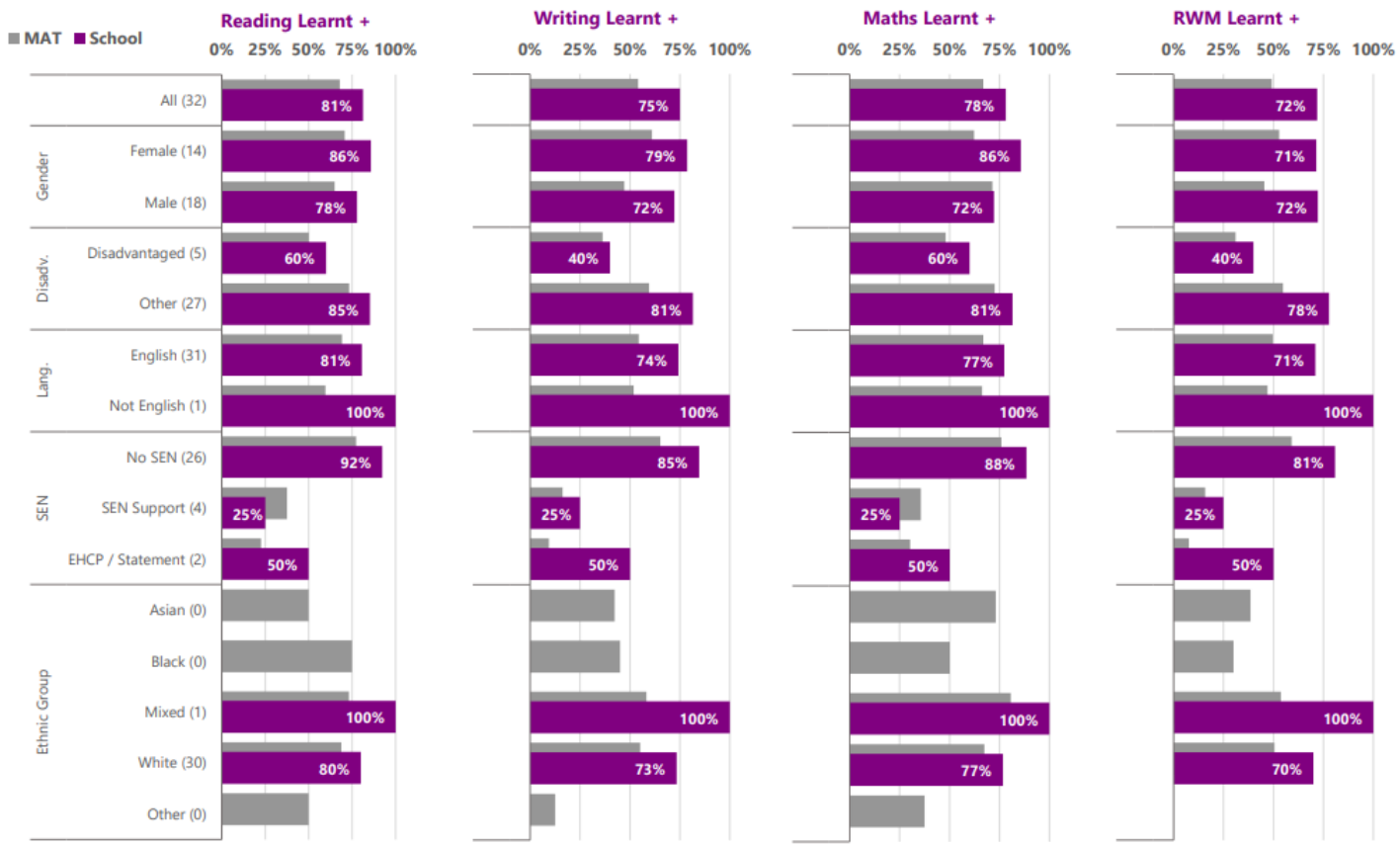
Year 3 TA (2024)

St Vigor & St John Church School **1f**

i) Vulnerable Groups Analysis (Learnt +)



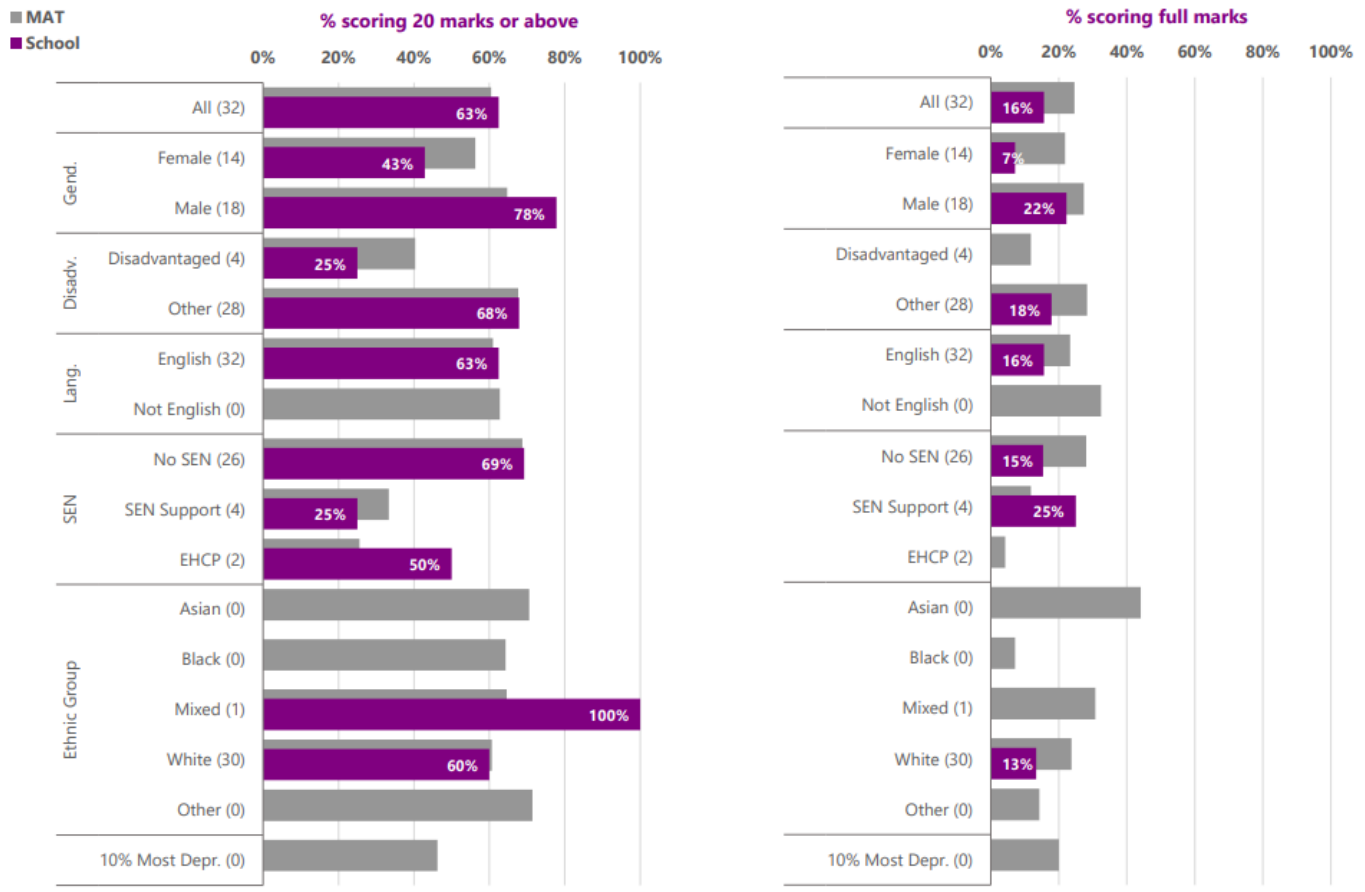
i) Vulnerable Groups Analysis (Learnt +)



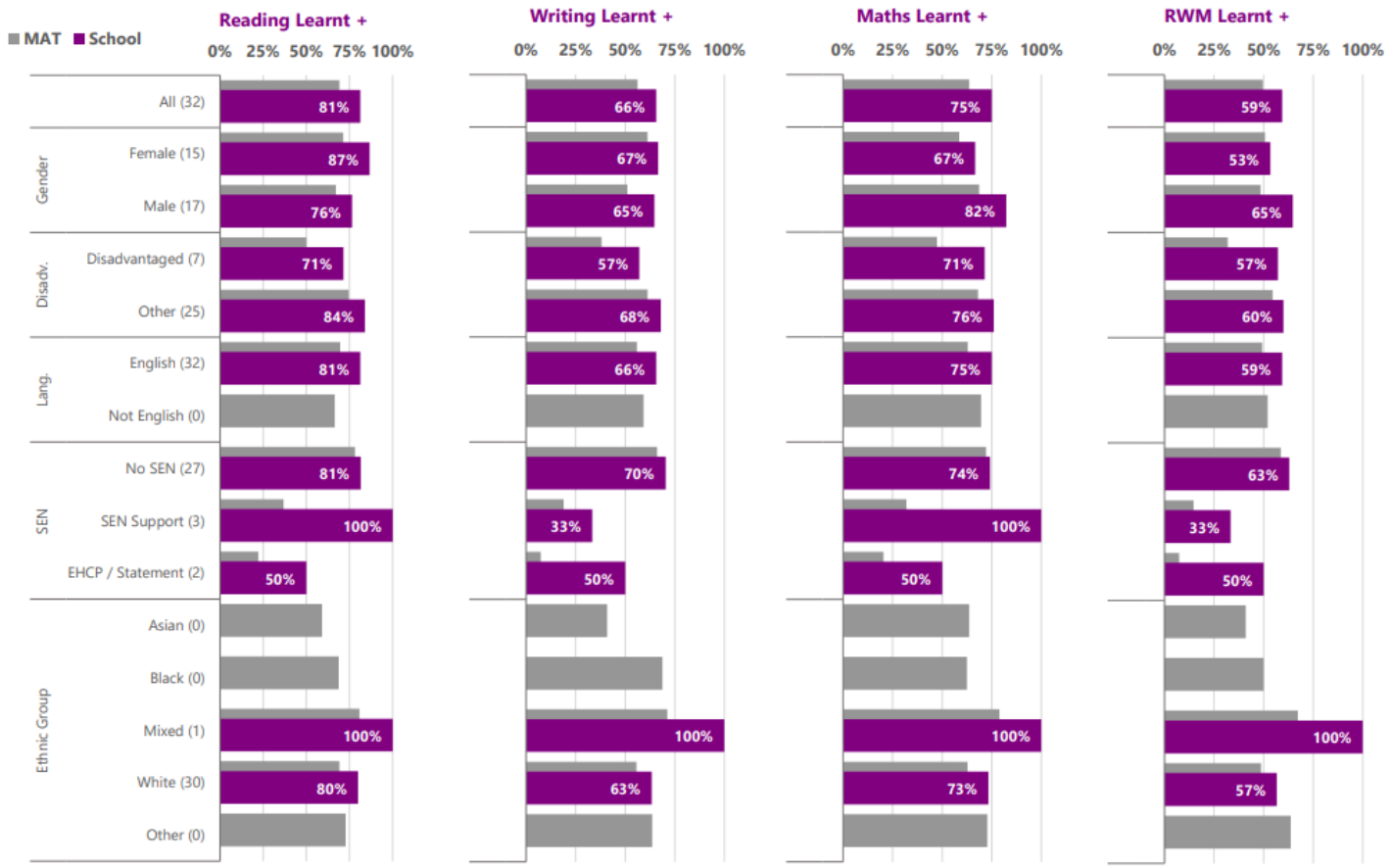
Year 4 Multiplication Tables Check (2024)

St Vigor & St John Church School **1g**

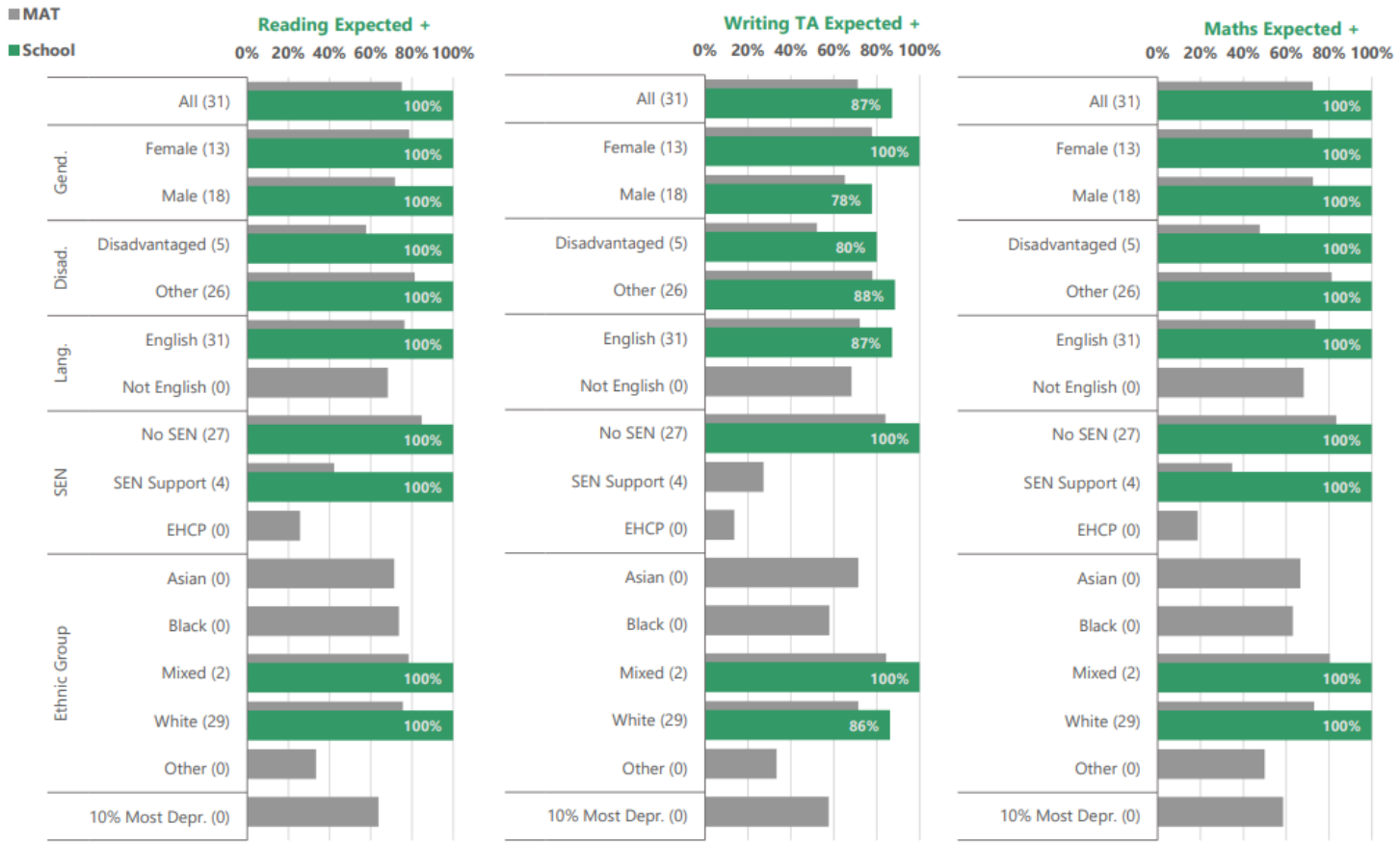
i) Vulnerable Groups Analysis



i) Vulnerable Groups Analysis (Learnt +)



v) Vulnerable Groups Analysis



vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Key to shading (on Exp + only):

>3* above All pupils | >1* above All pupils | >1* below All pupils | >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	31	100%	55%	87%	23%	100%	26%	87%	16%	94%	35%
Gender	Female	13	100%	46%	100%	23%	100%	31%	100%	15%	100%	38%
	Male	18	100%	61%	78%	22%	100%	22%	78%	17%	89%	33%
	Gap (Male - Female)		-	+15%	-22%	-1%	-	-9%	-22%	+2%	-11%	-5%
FSM	Eligible	6	100%	50%	67%	0%	100%	0%	67%	0%	83%	0%
	Not eligible	25	100%	56%	92%	28%	100%	32%	92%	20%	96%	44%
	Gap (Eligible - Not eligible)		-	-6%	-25%	-28%	-	-32%	-25%	-20%	-13%	-44%
Disadv.	Disadvantaged	5	100%	60%	80%	0%	100%	0%	80%	0%	80%	0%
	Other	26	100%	54%	88%	27%	100%	31%	88%	19%	96%	42%
	Gap (Disadvantaged - Other)		-	+6%	-8%	-27%	-	-31%	-8%	-19%	-16%	-42%
SEN	No SEN	27	100%	56%	100%	26%	100%	30%	100%	19%	100%	41%
	SEN Support	4	100%	50%	0%	0%	100%	0%	0%	0%	50%	0%
	EHCP	0										
Born	Autumn	10	100%	60%	70%	20%	100%	30%	70%	20%	80%	40%
	Spring	10	100%	60%	100%	30%	100%	40%	100%	20%	100%	40%
	Summer	11	100%	45%	91%	18%	100%	9%	91%	9%	100%	27%

Key Stage 2 Groups (2024)

St Vigor & St John Church School 1i

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below All pupils
>3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	31	**100%**	55%	**87%**	23%	**100%**	26%	**87%**	16%	**94%**	35%
EAL	English	31	**100%**	55%	**87%**	23%	**100%**	26%	**87%**	16%	**94%**	35%
EAL	Not English	0										
EAL	Gap (Not English - English)											
Ethnic Group	Mixed	2	100%	100%	100%	0%	100%	0%	100%	0%	100%	50%
Ethnic Group	White	29	**100%**	52%	**86%**	24%	**100%**	28%	**86%**	17%	**93%**	34%
Ethnicity	White & Asian	1	100%	100%	100%	0%	100%	0%	100%	0%	100%	100%
Ethnicity	White & Black African	1	100%	100%	100%	0%	100%	0%	100%	0%	100%	0%
Ethnicity	White British	29	**100%**	52%	**86%**	24%	**100%**	28%	**86%**	17%	**93%**	34%

GLD at end of EYFS was above national average at 80%

100% of PP who received tutoring or Third Space Learning (maths) achieved ARE

Review of expenditure 2023 - 2024		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
SAES external support has focused in teacher/TA collaboration and impact on bottom 20% of learners and those disadvantaged. Improved writing outcomes in line with SDP target. Teacher Flourishing People targets all led to improvements in spelling/grammar/stamina Development of new PP Lead- CPD- building capacity of leadership and new research/ideas within Senior Mental Health Lead Training Development of Mental health working group within school.	Peer observations and Flourishing People has had a very positive impact on writing teaching practice and outcomes for all pupils incl vnbl *Reduction in support from SAES from next year.* Middle leadership capacity has been increased. Another new PP lead in 2025. Shared good practice. The school can evidence strong support for mental health issues and case studies of successfully supporting EBSA and other pupils to improved attendance and outcomes. SENCO to take on roll of SMHL.	£ 5125
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned**	**Cost**

Weekly Play Therapy Sessions Weekly Sunshine Circles session Targeted Teacher support Targeted TA support After-school Maths Tuition –Third Space Learning Learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. To provide qualified support in an atmosphere conducive to learning/study in order to raise standards in literacy and numeracy. To develop children's selfesteem and confidence, this will impact on all areas of learning.	Play therapy has stabilised pupils with trauma, improved confidence of targeted pupils. Intervention data evidences impact of small groups work and TA interventions, this is also seen in whole school data 100% of pupils met ARE/GD in maths Accelerated progress for 1 x pupil Difficulties in management and budget restraints mean we will not repeat this year.	£5040 £34 077 £ 2000
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
After-school and holiday club support Residential subsidy Music tuition for a small minority Attendance Initiatives	Inclusivity of school- no pupils have missed residentials/music tuition or other wider opportunities through disadvantage. School tracks and facilitates for all. Attendance initiatives had limited success and will now move to a more focused approach on reasons for poor attendance (SEMH) and a Thrive approacj.	£400 £ £

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
Third Space Maths Tutoring	NTP/ Third Space