

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 financial 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	St John Vianney Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	23.8% (46 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	31 st December 2023
Date on which it will be reviewed	20 th December 2024
Statement authorised by	Mrs D Liptrot
Pupil premium lead	Mrs L Nagy
Governor / Trustee lead	Mrs N Charlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,301
Recovery premium funding allocation this academic year	£5365
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	£66,666

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

✓ Remove barriers to learning created by poverty, family circumstance and background

✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally

✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

✓ Develop confidence in their ability to communicate effectively in a wide range of contexts

✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.

✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Deprivation around St John Vianney

The index of Multiple Deprivation (IMD) is the responsibility of the Dept for Levelling Up, Housing and Communities. The index has not been updated since 2019. However, on 2nd November, Office for National Statistics released the first of a series of 2021 Census topic summaries – Demography and migration : Census 2021 in England and Wales. Below is deprivation data from these documents:

Our context: Demography and Migration: Census 2021:

The four categories of deprivation are classed as education, employment, health and housing. Households in St Helens have been counted as follows:

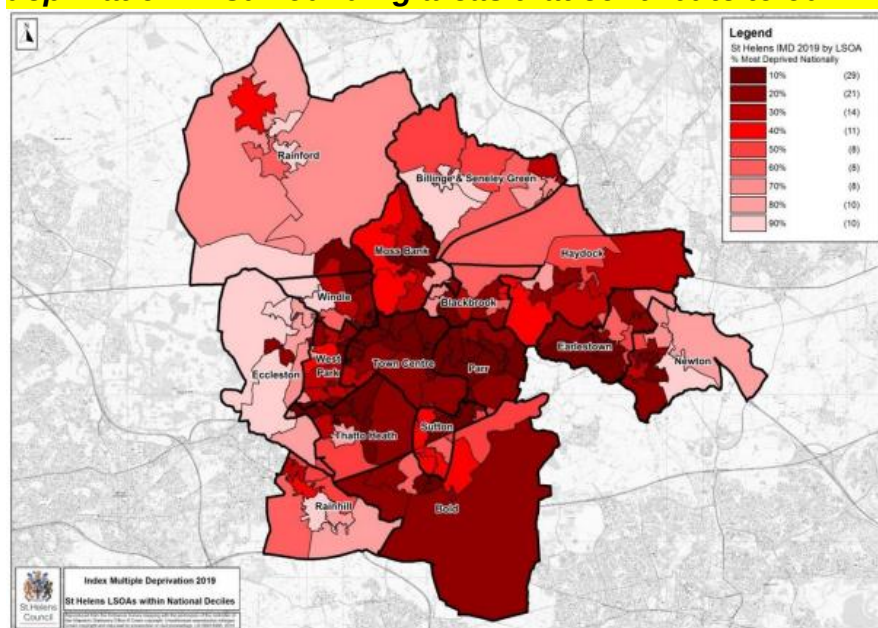
Household is deprived in one dimension	27070
Household is deprived in two dimensions	13852
Household is deprived in three dimensions	4161
Household is deprived in four dimensions	137

Specifically, households were considered to be deprived if they met one or more of the following four dimensions of deprivation:

- *employment: where any member of a household, who is not a full-time student, is either unemployed or economically inactive due to long-term sickness or disability.*
- *education: no person in the household has at least five or more GCSE passes (grade A* to C or grade 4 and above) or equivalent qualifications, and no person aged 16 to 18 years is a full-time student*
- *health and disability: any person in the household has general health that is “bad” or “very bad” or is identified as disabled*
- *housing: the household’s accommodation is either overcrowded, with an occupancy rating of negative 1 or less (implying that it has one fewer room or bedroom required for the number of occupants), or is in a shared dwelling, or has no central heating*

Our Context: “Indices of deprivation 2019”

This document allows us to look more closely at the various boroughs of St Helens that provide pupils to our school. It demonstrates high levels of deprivation in surrounding areas that contribute to our intake.



Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching*
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition*
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences*
- Provide opportunities for all pupils to participate in enrichment activities including sport and music*
- Provide appropriate nurture support to support pupils in their emotional and social development.*

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. We will focus on early language acquisition and early reading to ameliorate any existing disadvantages on entry to school. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.*

Challenges

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

Challenge number	Detail of challenge
1	Early Language Delay -our children enter school with very low baselines in relation to language skills and word acquisition. This impacts our level of SEND pupils in later key stages and a number of our lowest -performing pupils have experienced and may still be receiving SALT intervention This is evidenced through baseline assessment and NELI tracking
2	Low attainment of Pupil Premium children in relation to their non-PP peers. This is evidenced through data gap analysis.
3	Writing age related attainment. This was the most challenging aspect of learning to address throughout lockdown and this has had an adverse impact on results. This is evidenced through ongoing formative teacher assessment of writing, alongside PP tracking and categorisation of need for SEND and PP children.
4	Low attainment of children who are SEND and Pupil Premium. Many of these children have significant barriers to overcome as well as SEND needs ie persistent absence, safeguarding concerns, Social and Emotional Health needs in addition to Primary SEND need. This is evidenced through NFER assessments, SENDCO and PP tracking.
5	A significant minority of Pupil Premium children demonstrate very complex and highly challenging behaviour . Intensive support is required to address the behaviours for those at risk of exclusion. Staffing levels are stretched and are often monopolised by provision of support to these high-level needs children , which has an impact on the support we can provide for the the more general SEND/PP population This is evidenced through the CPOMs tracking system
6	Higher percentage of Pupil Premium pupils have high levels of absence, which leads to gaps in learning. Currently, 54% of all persistent absentees are Pupil Premium children. In addition, This is evidenced in attendance and absence tracking, persistent absence correspondence with parents, Attendance Support Plans and minutes from Child in Need meetings /Child Protection minutes/ PEP attendance targets. Visits to home address are logged on school CPOMs system. Family groups session notes with pastoral Leader to discuss strategies to support improved attendance.

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
Develop oracy for our youngest PP children and bridge the vocabulary gap.	Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading. A focus on communication and language benefit disadvantaged children even more-so than their non-disadvantaged peers. (EEF Guidance Report - Improving communication, language and literacy in the early years). Focusing on language and communication is especially important for young children and will support the development of a range of early literacy skills as well as their wider knowledge and understanding. Developing vocabulary is important for later literacy development and students from disadvantaged backgrounds who are more likely to have a less extensive vocabulary (EEF Guidance Report - Improving communication, language and literacy in the early years). Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions EEF (educationendowmentfoundation.org.uk)
Narrow the gap in Reading, and Maths at KS1 and KS2	Reading: Improved phonological awareness in KS1 Higher levels of decoding to read fluently. Reading accuracy and automaticity at KS2 Reading comprehension improved by teaching pupils' specific strategies to support them with inferencing and self monitoring their understanding. • These include: — prediction; — questioning; — clarifying; — summarising; and — activating prior knowledge.
Improve whole school attainment in Writing, especially for PP boys	1. Expanding levels of vocabulary for PP children in order to narrow gap. Modelling Standard English in speech and writing conventions . 2. Use of small group supported composition and scaffolding (linked to the Write Stuff units) 3. Phonics taught daily In KS2, To promote fluent written transcription

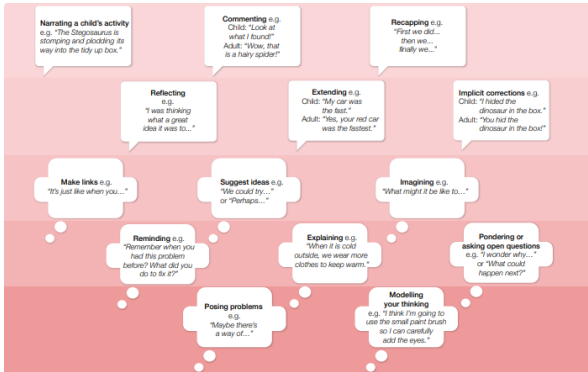
	skills by encouraging extensive and effective practice and explicitly teaching spelling. Sequenced spelling scheme used throughout the school.
Improve outcomes for PP/SEND children, especially boys	SENDCO and SLT will work together to identify support for children. Staff will be clear and confident to target children appropriately. Children who are PP and SEND will be clearly identified and IEPs will be matched to their immediate next steps. EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD Sutton trust - quality first teaching has direct impact on student outcomes Training and supporting staff will ensure the delivery of target support.
Reduce levels of highly challenging behaviour for our most disadvantaged pupils, including those overcoming ACEs	SENDCO, PP Lead, Pastoral Lead, Safeguarding Lead and SLT will collaborate to identify children facing various risk factors and make provision to support them. Provision may include: • 1:1 Pupil Voice and Nurture sessions • Small group Nurture sessions • Provision of external counselling • CPD for all staff – trauma- aware practice • Parent/child workshops facilitated by Pastoral Leader • Implementation of Behaviour Hub action plan
Improve the attendance of PP children, reducing the percentage of PP Persistent Absenteeism	SENDCO, PP Lead, Pastoral Lead, Safeguarding Lead and SLT will collaborate to identify children facing various risk factors and make provision to support them. Provision may include: • Whole school attendance assemblies • attendance and absence tracking, • persistent absence correspondence with parents, • Attendance Support Plans • Child in Need meetings • PEP attendance targets. • Visits to home address

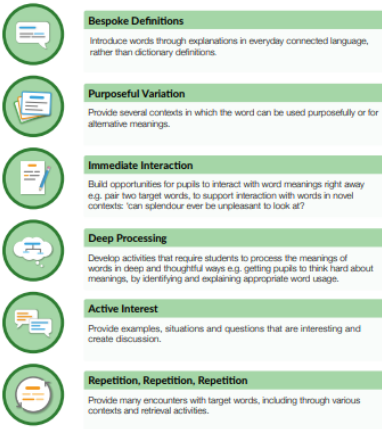
Activity in this academic year

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: £ 35,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing language and communication in Early Years to narrow the gap in Vocabulary knowledge /oracy between PP children and their non-PP peers through high-quality interventions e.g. NELI	Recognised disparity in vocabulary knowledge for disadvantaged Early Years pupils noted in Improving Literacy in KS1 (2021). It recommends: Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk <u>Whole class Early Years Fluency</u> - • Routinely incorporate rich opportunities for children to sing songs, recite rhymes and learn poems by heart during story time. These can be rehearsed over and over, with and without a copy of the text. • Read aloud from picture books with repeated refrains so that children can start to join in and emulate prosodic reading <u>Small group intervention</u> Use echo reading to model the prosody required to bring the text to life and re-read sentences until a good level of fluency is achieved by the child. Use modelling of speech etc from "Supporting Oral language development" (2021) 	1, 2,4
Narrow the gap between PP and non-PP attainment in reading at KS1	"Reading Fluency 2022" (EEF) KS1	,2,3,4,

RWI daily group sessions and daily 1:1 tuition Narrow the gap between PP and non-PP attainment in reading at KS2 High-quality interventions including daily Reading, daily use of Lexia software, RWI Fresh Start, Reading comprehension groups etc	Find opportunities for children to re-read familiar books matched to their level of decoding so that they can confidently apply the skills of fluent reading with little difficulty. • Incorporate repeated reading, self-correction and choral reading to explicitly improve children's prosody KS2 Most pupils will benefit from being explicitly taught and being encouraged to practise through guided oral reading instruction and repeated reading. Reading accuracy and automaticity can also be supported by building children's knowledge of aspects of word structure such as common letter combinations (orthographic awareness) and the meaningful parts within words (morphological awareness). EEF - digital technology - clear evidence technology approaches are beneficial for read, writing and maths practice	
Improve outcomes for PP pupils in Writing across the school through: 1 Expanding levels of vocabulary for PP children in order to narrow gap. Modelling Standard English in speech and writing conventions . 2 Use of small group supported composition and scaffolding (linked to the Write Stuff units)	Robust strategies for teaching vocabulary and modelling language use in the classroom (adapted from Beck & McKeown(2013) Bringing Words to Life: Robust Vocabulary Instruction). Use these techniques as part of teacher modelling, explanation, and pupil practice to support your vocabulary teaching.  Contextualised grammar teaching is recommended as most effective practice in "What is the research evidence on writing?"(DFE 2012) EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD Sutton trust - quality first teaching has direct impact on student outcomes Training and supporting staff will ensure the delivery of target support.	3,4

3 Phonics taught daily in KS1 In KS2, to promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. Sequenced spelling scheme used throughout the school.	Continue to follow the Read Write Inc Programme, including the use of development days with our link trainer on a termly basis.	
1. <i>Rigorous tracking of PP/SEND pupils to ensure at least expected progress based on their varying starting points</i> <i>Provision of bespoke timetables/resources in order to allow them to access the curriculum:</i> a) including software to support learning in Reading, Writing and Maths e.g. Lexia, TTRS, DESTY, Chatty Words, NELI b) including sensory tents and/or sensory diets, writing aids, etc	Special Educational Needs in Mainstream Schools: Evidence Review March 2020 highlights various studies with findings relating to more than one high-leverage practice, including: HLP11 Identify and prioritize long- and short-term learning goals HLP12 Systematically design instruction towards a specific learning goal HLP13 Adapt curriculum tasks and materials for specific learning goals HLP17 Use flexible grouping HLP20 Provide intensive instruction HLP 22 Provide positive and constructive feedback to guide students' learning and behaviour HLP14 Teach cognitive and metacognitive strategies to support learning and independence HLP16 Use explicit instruction (or similar structured, systematic teaching) HLP19 Use assistive and instructional technologies 4 HLP21 Teach students to maintain and generalize new learning across time and settings 3 HLP18 Use strategies to promote active student engagement 2 HLP15 Provide scaffolded supports EEF - digital technology - clear evidence technology approaches are beneficial for read, writing and maths practice	4
<i>Narrow the gap between PP and non-PP children in Mathematics through:</i> 1. Development of our maths curriculum planning and teaching	According to the EEF, there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches Mastery Learning.	2

in line with DfE and EEF 2. Ongoing CPD for teaching staff through - North West 3 Maths Hub 3. <i>Ongoing provision of White Rose Maths scheme and fluency intervention groups.</i> 4. <i>Focus on oracy in Maths</i>	EEF's 'Improving Mathematics in Key Stages 2 and 3' guidance report highlights how 'discussion and dialogue can be useful tools for developing metacognition, but pupils may need to be taught how to engage in discussion'. The TOLD framework provides four key principles for promoting high-quality talk in maths: Take part Opportunities Links Debate This includes the use of sentence stems used in White Rose.	
Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching Interventions include: RWI 121 Fresh start DESTY NELI Chatty Words DFE Exemplification Materials Numicon Intervention Programme	Making best use of Teaching Assistants – EEF report – Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. – Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. – Explicit links to classroom teaching made.	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) (see above for more detailed analyses)

Budgeted cost: £22,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
ASD Nurture Base /Sensory Room	Special Educational Needs in Mainstream Schools: Evidence Review March 2020	1,2,3,4,5
1:1 Tuition	Making best use of Teaching Assistants – EEF report – EEF's 'Improving Mathematics in Key Stages 2 and 3' Special Educational Needs in Mainstream Schools: Evidence Review March 2020	2,3,4
<i>Are you really reading? Training and implementation</i>	Reading Fluency 2022	2,4
<i>Maths Fluency Interventions</i>	Making best use of Teaching Assistants – EEF report –	2,4

	EEF's 'Improving Mathematics in Key Stages 2 and 3'	
<i>Phonics 1:1</i>	Making best use of Teaching Assistants – EEF report – Special Educational Needs in Mainstream Schools: Evidence Review March 2020 Reading Fluency 2022” (EEF)	1,2,3,4
<i>RWI interventions</i>	Making best use of Teaching Assistants – EEF report – Reading Fluency 2022” (EEF)	1,2,3,4
<i>Fresh Start</i>	Making best use of Teaching Assistants – EEF report – Contextualised grammar teaching What is the research evidence on writing? DFE 2012	2,3,4

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

Budgeted cost: £ 6,835 + *Therapeutic Schools Award* spending £2000 = £8,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Leader will work with vulnerable pupils to ensure they can access learning Safeguarding Team regular motoring	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. Safeguarding being the most important Priority in our school, the last year has seen the need to extend our safeguarding team to deal with a significant decrease in Social Services involvement. Therefore, school staff are needed to take many of the roles historically covered by Family intervention Workers, EWO and SS	4,5
Intensive support for pupil wellbeing, particularly for PP pupils with SEMH needs CPD for all staff Therapeutic Schools Award CPD for all staff and implementation of PATHS programme. This includes demonstration and co-teaching modules to ensure effective coverage of the programme.	Childhood trauma has an adverse impact on children when there is no emotionally available adult as a protective factor. EEF – ‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL	4,5,6

Regular teaching of PSHE through whole school Jigsaw scheme. Forest schools KABs – small groups on building resilience and improving behaviour. Gathering Pupil Voice on a regular basis Play Therapy has continued as a support for pupils with ACEs. Access to External Councillors to be paid for: The Philippi Trust, Listening Ear, Barnardos Parent workshops run by pastoral leader with PP children and their parents/carers	skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. EEF: Improving Social and Emotional Learning in Primary Schools EEF: Social and emotional learning	
<i>Behaviour Hub training for specific key staff members and visits to model schools</i> <i>SLA with Behaviour Improvement Team for Level 1 and 2 referrals and LASC for ASD.</i>	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.	4,5
<i>Ensure PP children attend school regularly.</i>	Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands.	6
<i>Assess new pupils entering in KS2 rapidly and make provision.</i>	PP Lead to undertake rigorous tracking and detailed pen portraits of intervention given to these pupils and detail how this impacts PP budget as the year progresses.	7

Total budgeted cost: £66,666

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 2021 to 2022 academic year.

NELI training was implemented and tracking has taken place. Results have fed into current SIP priorities. Early language and speech continues to be a significant barrier to our PP children on entry. Swift interventions and referrals are utilised to improve Speech and Communication. Specific resources/software is chosen in order to support PP children in making progress towards SALT targets
Tracking of gender disparity will continue for all PP and non-PP pupils. Additional interventions for PP/SEND will be implemented in the next academic year
Tracking of PP v Non-PP disparity will continue for all PP and non-PP pupils. PP/SEND pupils in KS2 will be targeted for 1:1 tuition and recovery funded interventions.
There has been a significant reduction in CPOMs logs of highest level behaviours for children at risk of exclusion. These incidents will continue to be closely monitored and barriers to wellbeing and progress will be identified and provision put in place to overcome them.
There will continue to be an intensive scrutiny of PP children's numbers of Persistent Absence. This has reduced in the previous twelve months from 22 pupils to 19 but continues to be a key priority for our school

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?	
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