

# Pupil Premium Strategy 2022-23 St John's Stonefold CE Primary **FINAL**



1. Summary information					
Academic Year	2022-23	Total PP budget	£34320 (including CLA and Post LAC)	Date of most recent PP Review (Shared with Governors, including PPG Governor Shirley Adams in Summer 2022)	July 2022
Total number of pupils	116	Number of pupils eligible for PP	19 (16%)	Date for next internal review of this strategy	Dec 22

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
A	Academic and emotional needs of PPG and PPG+ children	
B	English and Maths accessibility for all abilities and backgrounds	
C	Wider curriculum experiences	
3. Desired outcomes		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
A.	PPG/PPG+ children fully supported in class with areas of difficulty addressed: <ul style="list-style-type: none"> <li>Children are able to achieve differentiated learning objectives in lessons through additional support and high quality teaching and learning opportunities</li> </ul>	Children are happy and thriving – including making good progress in English and Maths and have a wide circle of friends. Children are confident in talking about their concerns and these are addressed in a timely and successful manner
B.	English and Maths progress and attainment improved: <ul style="list-style-type: none"> <li>Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment</li> <li>Interventions to break down barriers and close the gaps</li> <li>Additional support for SEN children on IEPs and at School Action level with PPG identification</li> </ul>	Good progress and attainment is measured from starting points of PPG children Comparisons of progress and closing the gap analysis indicates PPG children achieve at least in line with Non PPG children
C.	Children are able to access wider curriculum experiences to widen horizons, develop aspirations and enhance the curriculum. <ul style="list-style-type: none"> <li>High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result</li> </ul>	Children are engaged and aspire to do their best, they are motivated to learn more about current topics in class Children produce high quality work from first hand experiences.

#### 4. Planned expenditure

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Academic year	2022-23				
Target	Action	Rationale	Monitoring	Staff lead and allocated funds	Evaluation
PPG/PPG+ children fully supported in class with areas of difficulty addressed:	Each class has support each morning with younger classes having full time support where possible and budget allows.	Children are able to achieve differentiated learning objectives in lessons through additional support and high quality teaching and learning opportunities	Pupil Conferencing with children regarding their learning and support in class. Pupil Questionnaires – feedback on how children feel about their learning Achievement outcomes from termly tracking/group analysis	HT with SENCO  TA Salary contribution:  £20,000	
English and Maths progress and attainment improved:  Pupil wellbeing supported	Targeted support in class with interventions facilitated by teachers and support staff. Equality for all – systems in class identify key learners and provide additional support Support time with identified support staff as	Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment Interventions to break down barriers and close the gaps Additional support for CLA and Post LAC children for core subjects	Good progress and attainment is measured from starting points of PPG children Comparisons of progress and closing the gap analysis indicates PPG children achieve at least in line with Non PPG children Achievement outcomes from termly tracking and group analysis Intervention tracking	SLT and Class Teachers  TA Salary Contribution:  £12,320	
Children are able to access wider curriculum experiences to widen horizons, develop aspirations and enhance the curriculum.	Subsidised trips (including Robinwood for CLA/LAC) and visitors to school to build a creative and enhanced curriculum	High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result	Children are engaged and aspire to do their best, they are motivated to learn more about current topics in class Children produce high quality work from first hand experiences.	£2000 in budget  (PPG Resources)	
FSM Lunches cost to school (19 x £12 x 38w) £8664				<b>Total budgeted cost £ 34320</b>	

Previous Academic Year 2021-22			
Desired Outcome	Chosen action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether you will continue with this approach)
PPG/PPG+ children fully supported in class with areas of difficulty addressed: Children are able to achieve differentiated learning objectives in lessons through additional support and high quality teaching and learning opportunities	Each class has support each morning with younger classes having full time support where possible and budget allows.  TA Salary contribution:  £15,000	Children are happy and thriving – including making good progress in English and Maths and have a wide circle of friends. Children are confident in talking about their concerns and these are addressed in a timely and successful manner Children are able to achieve differentiated learning objectives in lessons through additional support and high quality teaching and learning opportunities	Children have benefitted across school from additional support in lessons
English and Maths progress and attainment improved: <ul style="list-style-type: none"> <li>Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment</li> <li>Interventions to break down barriers and close the gaps</li> </ul> Additional support for SEN children on IEPs and at School Action level with PPG identification	Targeted support in class with interventions facilitated by teachers and support staff. Equality for all – systems in class identify key learners and provide additional support  TA Salary Contribution:  £11,210	Good progress and attainment is measured from starting points of PPG children Comparisons of progress and closing the gap analysis indicates PPG children achieve at least in line with Non PPG children Data tracking and analysis for key groups of children including measuring PPG against Non PPG children to compare progress and attainment Interventions to break down barriers and close the gaps Additional support for SEN children on IEPs and at School Action level with PPG identification End of Year Data with PPG and rest of cohort comparisons below	Continue

Children are able to access wider curriculum experiences to widen horizons, develop aspirations and enhance the curriculum. High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result	Subsidised trips and visitors to school to build a creative and enhanced curriculum  £1000 in PPG Resources	Children are engaged and aspire to do their best, they are motivated to learn more about current topics in class Children produce high quality work from first hand experiences. High quality wider curriculum experiences planned across school, the impact is seen in follow up work and the motivation and enthusiasm of the children as a result	Continue
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PPG Outcomes at Year End:

ATTAINMENT – TEACHER ASSESSMENT			Reading		Writing		Maths	
No of Children			ARE+ (%)		ARE+ (%)		ARE+ (%)	
	Total Chn	PPG Chn	All	PPG	All	PPG	All	PPG
R	14	1	57	0	57	0	71	100
1	10	5	60	40	40	0	80	40
2	21	1	48	100	52	100	62	100
3	11	2	45	50	36	50	36	50
4	20	3	70	33	30	0	35	0
5	15	3	40	33	27	33	40	0
6	21	2	67	100	52	100	62	100

Please note that the number of children is low for PPG in each cohort therefore % outcomes need to be read in conjunction with number of children.