

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Baxenden St. John's CE
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julie Green, Headteacher
Pupil premium lead	Julie Green, Headteacher
Governor / Trustee lead	Stacey Roscoe, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,175.00
Recovery premium funding allocation this academic year	£2610.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£28,785.00

Part A: Pupil premium strategy plan

Statement of intent

The aim of the staff at Baxenden St. John's is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are looked after (LAC) and post looked after (PLAC). The wide range of interventions we have outlined in this statement are intended to support the needs of all children, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set so that the gap is narrowed between them and non-disadvantaged children
- act early to intervene at the point need is identified, through robust and regular tracking
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to support children's health and wellbeing to enable them to access learning at an appropriate level

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 22 pupil premium pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, reading, writing or maths.
6	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than half of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than half of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of extra books and an updated phonics scheme to further secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	3

line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). Purchase of TTRS & Numbots to support	the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by CPD and training for staff. Targeted use of a counsellor and nurture groups in school to support targeted pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of KS1 and KS2 nurture groups and forest school to improve listening, narrative and vocabulary skills for disadvantaged pupils	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Purchase 'Bug Club' to support at KS1	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide school-led tutoring. A significant proportion of the pupils will be disadvantaged. HLTA to deliver booster sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £3785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified (bereavement, family issues etc)	All
Cultural capital and enrichments promoted throughout the curriculum	EEF – https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	All

Total budgeted cost: £28785.00

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.

Intended outcome	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	• Embedding dialogic activities across the school curriculum have supported pupils to articulate key ideas, consolidate understanding and extend vocabulary – evidenced in teacher assessments. • Enrichment grid shows variety of enrichments have impacted on oracy & created cultural capital
Improved reading attainment among disadvantaged pupils.	• phonics scheme/KS1 & KS2 spelling scheme – ‘no nonsense spelling’ needs reviewing and has not had an accelerated impact on spelling, although reading attainment has stayed in line with previous data. • KS2 reading data shows: ○ All pupils scaled score 107.5 ○ PP scaled score 105 (1 pupil) ○ All pupils 84.4% at standard ○ PP 100% at standard (1 pupil) ○ No progress scores this year
Improved maths attainment for disadvantaged pupils at the end of KS2.	• Lancs Red Rose Mastery Y3/4 & Mastery maths programme (part of Maths Hub) in Y5/6/KS1 and KS2 booster • KS2 maths data shows: ○ All pupils scaled score 105.8 ○ PP scaled score 103 (1 pupil) ○ All pupils 84.4% at standard ○ PP 100% at standard (1 pupil) ○ No progress scores this year

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Our KS1 and KS2 targeted nurture groups along with the use of a counsellor and our 'Growth Mindset' have impacted in a positive way on pupils' ability to cope with their emotions and develop resilience. • This can be seen in the 'entrance and exit interviews' with staff and by talking to the children. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - recognised by OFSTED and SIAMs
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced: ○ Whole School: 97.5% (1.8% auth / 1.1% unauthorised absences) ○ Pupil Premium: 95% (1.7% auth / 3.3% unauthorised absences) – an increase from 93% in previous year ○ No persistent or severely absent

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Intended outcome	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	• Children are engaged in lessons, and book scrutinies/interviews show progress across the year. Ongoing formative assessment shows children are able to talk about their learning and use subject specific vocabulary. • Enrichment grid shows variety of enrichments have continued to impact on oracy & created cultural capital – children are able to talk confidently about their experiences and how it has impacted them. Governors have interviewed children and can confirm this
Improved reading attainment among disadvantaged pupils.	• Pupil premium children are tracked separately to other children on a termly basis. Results show most children make term on term progress and those that don't are carefully monitored and extra support put into place through booster lessons. • These children have extra adult support with accelerated reader/use of the libraries and extra support for daily reading and lessons (where required) along with booster groups. • Phonics data shows that 97% of children achieved a pass in Year 1 • KS2 reading data shows:

	○ All pupils scaled score 107.6 ○ PP scaled score 100 ○ All pupils 82.8% at standard ○ PP 50% at standard ○ All pupils progress score 1.4 ○ PP progress score -1.1
Improved maths attainment for disadvantaged pupils at the end of KS2.	• The school have now embedded the 'Lancs Red Rose Mastery' scheme across the school, and this has had a positive impact on maths results. KS1 & KS2 National tutoring has also impacted. • Maths results across the school show most children make term on term progress and those that don't are carefully monitored and extra support put into place through booster lessons. • KS2 maths data shows: ○ All pupils scaled score 106.8 ○ PP scaled score 104.3 ○ All pupils 89.7% at standard ○ PP 75% at standard ○ All pupils progress score 1.6 ○ PP progress score 4.0
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• We have continued with our KS1 and KS2 targeted nurture groups along with the use of a counsellor and our 'Growth Mind set'. These have impacted in a positive way on pupils' ability to cope with their emotions and develop resilience – children are able to articulate their feelings when encouraged and parents have commented on how well this support helps their children. • This can be seen in the 'entrance and exit interviews' and by talking to the children. There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, and these pupils are specifically targeted
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Attendance is tracked on a half termly basis, with parents being involved if attendance percentage becomes too low (school target is 96%) • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced: ○ Whole School: 96.5% (2% auth/ 1.5% unauthorised absences) ○ Pupil Premium: 93.5% (5% auth/ 1.5% unauthorised absences)

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Intended outcome	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	• Embedding dialogic activities across the school curriculum have supported pupils to articulate key ideas, consolidate understanding and extend vocabulary – evidenced in teacher assessments. • Enrichment grid shows variety of enrichments have impacted on oracy & created cultural capital
Improved reading attainment among disadvantaged pupils.	• Accelerated reader/new reading books/updated phonics scheme/KS1 & KS2 national tutoring/daily phonics sessions • KS2 reading data shows: ○ All pupils scaled score 108 ○ PP scaled score 110 ○ All pupils 86% at standard ○ PP 100% at standard ○ All pupils progress score 2.6 ○ PP progress score 7.5
Improved maths attainment for disadvantaged pupils at the end of KS2.	• Lancs Red Rose Mastery Y3/4 & Mastery maths programme (part of Maths Hub) in Y5/6/KS1 and KS2 National tutoring • KS2 maths data shows: ○ All pupils scaled score 105 ○ PP scaled score 102 ○ All pupils 86% at standard ○ PP 50% at standard ○ All pupils progress score 1.1 ○ PP progress score 1.8
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Our KS1 and KS2 targeted nurture groups along with the use of a counsellor and our 'Growth Mindset' have impacted in a positive way on pupils' ability to cope with their emotions and develop resilience. • This can be seen in the 'entrance and exit interviews' and by talking to the children. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced: ○ Whole School: 95% (3.5% auth / 1.1% unauthorised absences) ○ Pupil Premium: 93% (5% auth / 0.8% unauthorised absences)

This details the evaluated impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year:

Summer 2021

Due to Covid 19, performance measures have not been published for 2020 to 21. Our internal assessment data (using standardised assessment data) during Summer 2021 suggested that the performance of disadvantaged pupils was lower non-disadvantaged in key areas of the curriculum, therefore our objectives were not fully realised.

Our assessment of the reasons for these outcomes point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.