



St Julian's Church School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium from 2021-2023 (and recovery premium for the 2021 to 2022 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 |
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| School name | St Jullian's Church School |
| Number of pupils in school | 106 |
| Proportion (%) of pupil premium eligible pupils | 6 (5%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2022 2022 - 2023 2023 - 2024 |
| Date this statement was published | November 2021 |
| Date this statement was reviewed | November 2022 November 2023 |
| Statement authorised by | Kerrie Courtier <i>Executive Head Teacher</i> |
| Pupil premium lead | Isobel Mills 2021 - 2023 Sophie Mansfield 2023 - 2024 |
| Governor / Trustee lead | Rob Lancaster |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation for 2021-22 | £10,760 |
| <i>Recovery premium funding allocation for 2021-22</i> | <i>£2,000</i> |
| Pupil premium funding allocation for 2022-23 | £11,800 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year (23-24) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year. | £9,805 |

Part A: Pupil premium strategy plan

Statement of intent

Aim high - Believe - Succeed is our aim for all pupils at St Julian's School. We recognise that some children require additional support from us in order to succeed.

Our intention is 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, are young carers or receive support from other outside agencies. The activity we have outlined in this statement is also intended to support their needs, 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 School-led Tutoring 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
- act early to intervene at the point need is identified
- ensure all additional support is regularly reviewed for impact
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 from Reception through to Year 6. |
| 3 | Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils and that these pupils are making slower progress than their peers. |
| 4 | Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, although they are making good progress which is often better than their peers. |
| 5 | <p>Our assessments and observations indicate that the education and wellbeing 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all subjects.</p> |
| 6 | Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to complex family circumstances and school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |

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| 7 | <p>Our attendance data indicates that attendance among disadvantaged pupils fluctuates and at times has been between 1-3% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
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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. | <p>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.</p> <p>Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language.</p> |
| Improved phonics attainment among disadvantaged pupils. | KS1 phonics screening outcomes show that more than 80% of disadvantaged pupils met the required standard. |
| Improved reading progress and attainment among disadvantaged pupils. | <p>KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p> |
| Improved writing progress and attainment among disadvantaged pupils. | <p>KS2 writing outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p> |

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| Improved maths attainment for disadvantaged pupils at the end of KS2. | <p>KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p> |
| Improved retention, recall and response to learning for all pupils, especially those who are disadvantaged, closes knowledge gaps . | <p>Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.</p> |
| To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in behaviour incidents · 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. | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. |

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: £4750

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Budgeted cost |
|--|---|-------------------------------|---------------|
| Use of Teaching Assistants to support targeted small group interventions | When deployed effectively, Teaching Assistants can support 4 months additional progress over the course of the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2, 3, 4 | £2500 |
| CPD for teaching staff on effective assessment for learning, feedback and metacognition. | The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Effective feedback can support 6 months additional progress over the course of the year. <i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</i> | 1, 2, 3, 4, 5 | £150 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | | |
| Whole school systematic approach to teaching reading. <i>This will be supported with a well-resourced library of texts that progress from phonetically decodable texts, matched to our scheme, to high quality free-read texts matched to our reading spine. This will include use of small group guided reading, whole class reading and Precision Teach for sight reading.</i> | <i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1, 2 | £1000 |
| Investment in resources for a new validated phonics scheme. | <i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 | £100 |
| Investment in high quality texts, educational visits and curriculum development to support better learning in wider curriculum subjects. | https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum <i>"We are undeterred by the pandemic that we are living through, and by working together and through the teaching of a knowledge-rich curriculum, we can truly Level Up across the country and give children the education they deserve." Nick Gibb addresses a Social Market Foundation panel event on raising school standards, July 2021</i> | 2, 5, 6 | £1000 |

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

Budgeted cost: £1900

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Budgeted cost |
|---|---|-------------------------------|---------------|
| 1:1 feedback - 1:1 pupil conferencing for all independent writing (2x term) - 1:1 reading (at least 1x weekly depending on ARE level) | 1:1 feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 1:1 teaching session: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1, 2, 3, 4, 5 | £500 |
| Reading, writing, maths tutoring (small group with known HLTA) | The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 2, 3, 4 | £1000 + SLTG |
| Assertive Mentoring/ Parental Engagement | Assertive Mentoring combines improving a pupil's self-regulation with parental feedback and engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 5, 6 | £400 |

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

Budgeted cost: £3250

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Budgeted cost |
|---|--|-------------------------------|---------------|
| Whole school approach to Thrive | <i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 6, 7 | £2000 |
| Behaviour and Attendance panel - peer mentoring - family support worker - play therapy - SAFs | <i>The average impact of behaviour interventions is four additional months' progress over the course of a year.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions <i>The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 6, 7 | £1500 |
| Financial support with school visits, uniform and extracurricular activities | https://www.tes.com/news/five-ways-good-schools-support-deprived-pupils Successful schools use a wider range of strategies, including school trips <i>The research found that high-performing schools, both inside and outside of London, used a broader range of strategies to support disadvantaged pupils than lower-performing schools. Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</i> | 6, 7 | £1000 |
| Embedding principles of good practice including engagement with Trust EWO service | DfE's Improving School Attendance | 7 | £250 |

Total budgeted cost: £9,900

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 2022 to 2023 academic year.

| Intended outcome | Success criteria | 2022-23 Outcomes | Review |
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| 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. Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language. | 81% of the cohort achieved GLD. There were no PP pupils in this cohort. PP pupils were supported to take part in class sharing assemblies, class performances and performances outside of school, and were targeted in class to be supported with vocabulary acquisition and engagement in lessons. | Continue with the full range of strategies that will promote and improve language skills and vocabulary acquisition. Ensure all staff realise the critical nature of this target and exploit every possible opportunity to reinforce strong language skills and vocabulary acquisition with children. |
| Improved phonics attainment among disadvantaged pupils. | KS1 phonics screening outcomes show that more than 80% of disadvantaged pupils met the required standard. | 88% of the Year 1 cohort passed the PSC. 100% of PP pupils in this cohort passed the PSC. 100% of PP pupils in Y2 had passed the PSC as Y1 pupils. (100% of this cohort passed by the end of Y2). | Little Wandle has had a significantly positive impact for all pupils including PP pupils. Ensure consistency of delivery and high standards continue through regular CPD and monitoring. |
| Improved reading progress and attainment among | KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard. | Across Y1 to Y6, 71% of all PP pupils reached ARE+ in reading (71% of ALL pupils reached ARE in reading). | Using all the school's measures, PP pupils made good progress in reading and outcomes were good. |

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| disadvantaged pupils. | 100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE. | In KS2 SATs, 100% of PP pupils reached ARE+ in reading (92% of the whole cohort reached ARE in reading). | Ensure consistency of delivery and high standards continue through regular CPD and monitoring. Ensure teachers are planning for and supporting a greater proportion of PP pupils to reach a greater depth standard in reading. |
| Improved writing progress and attainment among disadvantaged pupils. | KS2 writing outcomes show that more than 80% of disadvantaged pupils met the expected standard. 100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE. | Across Y1 to Y6, 57% of all PP pupils reached ARE+ in writing (64% of ALL pupils reached ARE in writing). In KS2 SATs, 100% of PP pupils reached ARE+ in writing (84% of the whole cohort reached ARE in writing). These percentages are an improvement from last year's outcomes (2021-2022). | Using all the school's measures, PP pupils made good progress in writing. Ensure consistency of delivery and high standards continue through regular CPD and monitoring. Ensure teachers are planning for and supporting a greater proportion of pupils to reach a greater depth standard in writing. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard. 100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE. | Across Y1 to Y6, 57% of all PP pupils reached ARE+ in maths (75% of ALL pupils reached ARE in maths). In KS2 SATs, 100% of PP pupils reached ARE+ in maths (100% of the whole cohort reached ARE in maths). These percentages are an improvement from last year's outcomes (2021-2022). | Using all the school's measures, PP pupils made good progress in maths. Ensure consistency of delivery and high standards continue through regular CPD and monitoring. Ensure teachers are planning for and supporting a greater proportion of pupils to reach a greater depth standard in maths. |

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| Improved retention, recall and response to learning for all pupils, especially those who are disadvantaged, closes knowledge gaps . | Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment. | Pupil conferencing and work scrutiny indicated that all pupils were remembering more. Pupil Premium pupils are given increased opportunity to be questioned in class and this has increased their confidence to talk about their learning. | Continue with all strategies that will support children to learn more and remember more. support this with ongoing staff CPD. Include regular pupil and work scrutinies with PP pupils to support their ability to articulate their learning. |
| To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in behaviour incidents · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils | Assertive Mentoring for PP pupils indicates that pupil attitudes towards behaviour improved over the course of the year. More than 60% of PP pupils accessed at least one after school club. 85% of PP pupils received Thrive/wellbeing interventions throughout the year, some for the entire year. | Continue with Assertive Mentoring and ensure that class teachers are able to use this to support conversations with pupils and parents on targets for improvement. Continue to invest time and money into Thrive training and resources. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by: <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their | Whole school attendance was 94.9% in 2022-23. For PP pupils this was 96.2% in 2022-23. Over the year 10% of all pupils across the whole school were considered | Continue to work closely with the EWO service to improve attendance. Ensure timely letters are sent to all PA pupils and meetings to support parents are held and followed up as required. |

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| | <p>non-disadvantaged peers being reduced by 2%.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. | <p>Persistent Absentees. 14% of all PP pupils were Persistent Absentees.</p> <p>Working with EWO Services and directly with families secured significantly improved attendance.</p> | <p>Ensure support from Local Authority is accessed to support families struggling with attendance and punctuality.</p> |
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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 |
|-----------|----------|
| none | |

Further information

We intend to run the National Tutoring Programme again this academic year.