

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Mrs L Nagy
Governor / Trustee lead	Mrs N Charlton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year	£5,000 (TBC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,835

# Part A: Pupil premium strategy plan

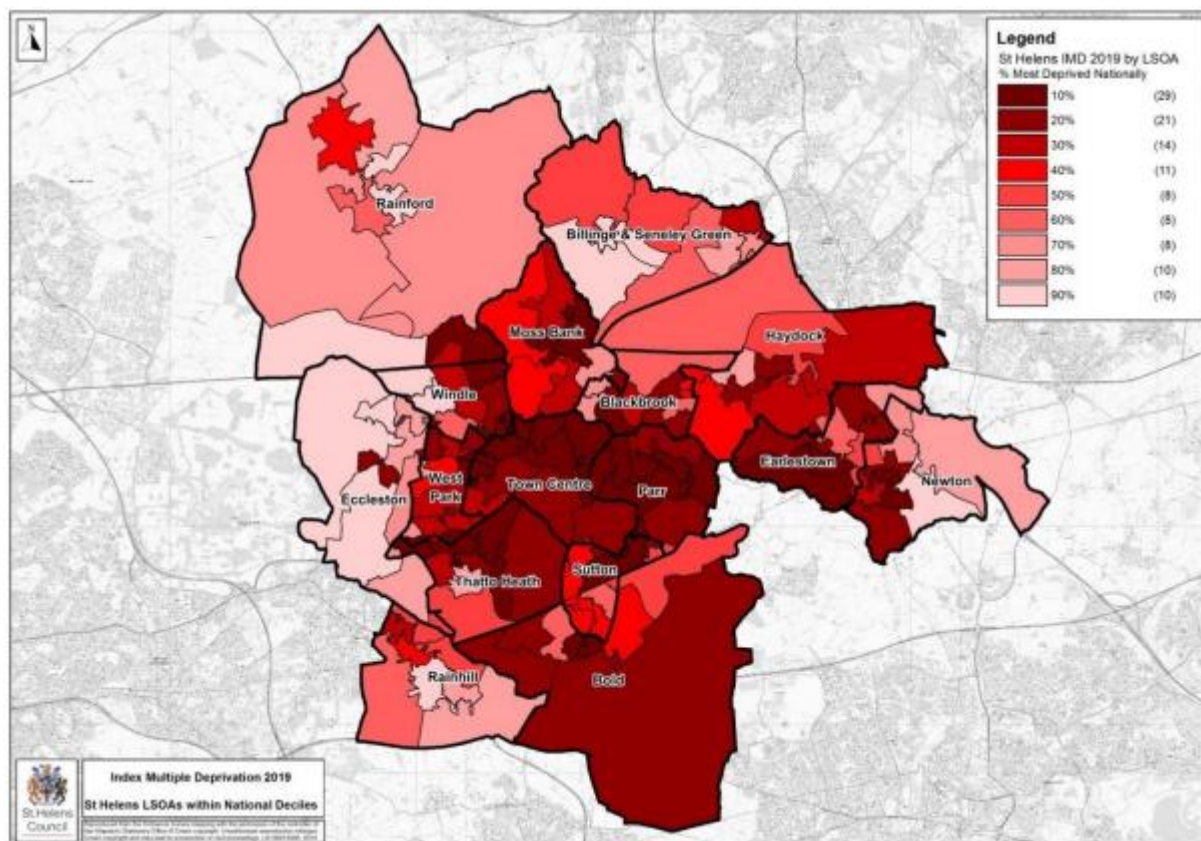
## Statement of intent

*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*

## Our Context:



Overall, St Helens is now ranked as the 26th most deprived local authority in England out of 317. Its relative position has deteriorated since the 2015 Index of Deprivation where St Helens was ranked as the 36th most deprived area (out of then 326 authorities). St Helens' relative deprivation ranking has deteriorated across 5 of 6 district summary measures of deprivation. However, any change in absolute deprivation cannot be determined through the IMD. There are now a total of 29 LSOAs (or neighbourhoods) within the borough that fall within the 10% most deprived LSOAs nationally, compared to 28 in 2015. A total of 50 LSOAs within the borough fall within the 20% most deprived nationally, compared to 47 in 2015. Nearly a quarter of St Helens population (23.4%) live in the 29 LSOAs within the Borough that fall within the 10% most deprived LSOAs nationally (42,877 people) [ Source: Indices of Deprivation 2019 St Helens Summary Report]

. Our school mainly serves the wards of Sutton Heath and Thatcho Heath (WA95HE) although pupils also live in other surrounding areas (see figure 1). Thatcho Heath has an index of multiple deprivation decile of 1, income decile of 1, employment decile of 1, crime decile of 1, IDACI decile of 1 and IDAOP1 decile of 1. Sutton Heath has health and disability decile of 2 and IDAOP1 decile of 2. (Check these)

## 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.*

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

### **Key Principals:**

- 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 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 <b>and</b> 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 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.
7	Our school has many children that leave the static cohort of KS1 and enter at various stages of KS2; often with associated gaps in learning. Currently, 27% of PP children have arrived later than Reception. 80% of these later arrivals did not attend our school until KS2. This means that rapid assessment and provision for these pupils is often urgently required on entry and , therefore, impacts the level of support for other PP pupils. At least 53% of these pupils have needed safeguarding monitoring and have suffered identifiable childhood traumas

## 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.

	<p>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).</p> <p>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).</p> <p>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.</p> <p>Oral language interventions   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>
Narrow the gap in Reading, and Maths at KS1 and KS2	<p>Reading:</p> <p>Improved phonological awareness in KS1</p> <p>Higher levels of decoding to read fluently.</p> <p>Reading accuracy and automaticity at KS2</p> <p>Reading comprehension improved by teaching pupils' specific strategies to support them with inferencing and self monitoring their understanding.</p> <ul style="list-style-type: none"> <li>• These include: <ul style="list-style-type: none"> <li>— prediction;</li> <li>— questioning;</li> <li>— clarifying;</li> <li>— summarising; and</li> <li>— activating prior knowledge.</li> </ul> </li> </ul>
Improve whole school attainment in Writing, especially for PP boys	<ol style="list-style-type: none"> <li>1. Expanding levels of vocabulary for PP children in order to narrow gap. Modelling Standard English in speech and and writing conventions .</li> <li>2. Use of small group supported composition and scaffolding (linked to the Write Stuff units)</li> <li>3. Phonics taught daily In KS2, To promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. Sequenced spelling</li> </ol>

	<p>scheme used throughout the school.</p>
<p>Improve outcomes for PP/SEND children , especially boys</p>	<p>SENDCO and SLT will work together to identify support for children.</p> <p>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.</p> <p>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.</p>
<p>Reduce levels of highly-challenging behaviour for our most disadvantaged pupils, including those overcoming ACEs</p>	<p>SENDCO, PP Lead, Pastoral Lead, Safeguarding Lead and SLT will collaborate to identify children facing various risk factors and make provision to support them.</p> <p>Provision may include:</p> <ul style="list-style-type: none"> <li>• 1:1 Pupil Voice and Nurture sessions</li> <li>• Small group Nurture sessions</li> <li>• Provision of external counselling</li> <li>• CPD for all staff – trauma- aware practice</li> <li>• Parent/child workshops facilitated by Pastoral Leader</li> <li>• Implementation of Behaviour Hub action plan</li> </ul>
<p>Improve the attendance of PP children , reducing the percentage of PP Persistent Absenteeism</p>	<p>SENDCO, PP Lead, Pastoral Lead, Safeguarding Lead and SLT will collaborate to identify children facing various risk factors and make provision to support them.</p> <p>Provision may include:</p> <ul style="list-style-type: none"> <li>• Whole school attendance assemblies</li> <li>• attendance and absence tracking,</li> <li>• persistent absence correspondence with parents,</li> <li>• Attendance Support Plans</li> <li>• Child in Need meetings</li> <li>• PEP attendance targets.</li> <li>• Visits to home address</li> </ul>

## 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, 000

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	<p>Recognised disparity in vocabulary knowledge for disadvantaged Early Years pupils noted in Improving Literacy in KS1 (2021). It recommends:</p> <p>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</p> <p><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.</p> <p>• Read aloud from picture books with repeated refrains</p> <p>so that children can start to join in and emulate prosodic reading</p> <p><u>Small group intervention</u></p> <p>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.</p> <p>Use modelling of speech etc from "Supporting Oral language development" (2021)</p>	1, 2,4





<p>2 Use of small group supported composition and scaffolding (linked to the Write Stuff units)</p> <p>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.</p>	<div data-bbox="614 152 1002 586">  <b>Bespoke Definitions</b> Introduce words through explanations in everyday connected language, rather than dictionary definitions.   <b>Purposeful Variation</b> Provide several contexts in which the word can be used purposefully or for alternative meanings.   <b>Immediate Interaction</b> Build opportunities for pupils to interact with word meanings right away e.g. pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at?'   <b>Deep Processing</b> Develop activities that require students to process the meanings of words in deep and thoughtful ways e.g. getting pupils to think hard about meanings, by identifying and explaining appropriate word usage.   <b>Active Interest</b> Provide examples, situations and questions that are interesting and create discussion.   <b>Repetition, Repetition, Repetition</b> Provide many encounters with target words, including through various contexts and retrieval activities. </div> <p>Contextualised grammar teaching is recommended as most effective practice in “What is the research evidence on writing?”( DFE 2012)</p> <p>EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD</p> <p>Sutton trust - quality first teaching has direct impact on student outcomes Training and supporting staff will ensure the delivery of target support.</p>	
<p>1. <i>Rigorous tracking of PP/SEND pupils to ensure at least expected progress based on their varying starting points</i></p>	<p>Special Educational Needs in Mainstream Schools: Evidence Review March 2020 highlights various studies with findings relating to more than one high-leverage practice, including:</p> <p>HLP11 Identify and prioritize long- and shortterm learning goals</p>	<p>4</p>

<p><i>Provision of bespoke timetables/resources in order to allow them to access the curriculum:</i></p> <p>a) including software to support learning in Reading, Writing and Maths e.g. Lexia, TTRS, DESTY, Chatty Words, NELI</p> <p>b) including sensory tents and/or sensory diets, writing aids, etc</p>	<p>HLP12 Systematically design instruction towards a specific learning goal</p> <p>HLP13 Adapt curriculum tasks and materials for specific learning goals HLP17 Use flexible grouping</p> <p>HLP20 Provide intensive instruction</p> <p>HLP 22 Provide positive and constructive feedback to guide students' learning and behaviour</p> <p>HLP14 Teach cognitive and metacognitive strategies to support learning and independence</p> <p>HLP16 Use explicit instruction (or similar structured, systematic teaching)</p> <p>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</p> <p>EEF - digital technology - clear evidence technology approaches are beneficial for read, writing and maths practice</p>	
<p><i>Narrow the gap between PP and non-PP children in Mathematics through:</i></p> <ol style="list-style-type: none"> <li>1. Development of our maths curriculum planning and teaching in line with DfE and EEF</li> <li>2. Ongoing CPD for teaching staff through - North West 3 Maths Hub</li> <li>3. Ongoing provision of White Rose Maths scheme and fluency intervention groups.</li> <li>4. Focus on oracy in Maths</li> </ol>	<p>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.</p> <p>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'.</p> <p>The TOLD framework provides four key principles for promoting high-quality talk in maths:</p> <p>Take part Opportunities Links Debate</p> <p>This includes the use of sentence stems used in White Rose.</p>	<p>2</p>

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

Budgeted cost: £ 10,000

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
Maths Fluency Interventions	Making best use of Teaching Assistants – EEF report – EEF's 'Improving Mathematics in Key Stages 2 and 3'	2,,4
Phonics 1:1	Making best use of Teaching Assistants – EEF report – Special Educational Needs in Mainstream Schools: Evidence Review March 2020 <b>Reading Fluency 2022" (EEF)</b>	1,2,3,4
RWI interventions	Making best use of Teaching Assistants – EEF report – <b>Reading Fluency 2022" (EEF)</b>	1,2,3,4
Fresh Start	Making best use of Teaching Assistants – EEF report –	2,3,4

	Contextualised grammar teaching What is the research evidence on writing? DFE 2012	
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## 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
<p>Pastoral Leader will work with vulnerable pupils to ensure they can access learning</p> <p>Safeguarding Team regular motoring</p>	<p>More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.</p> <p>Safeguarding being the most important drive 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</p>	4,5
<p>Intensive support for pupil wellbeing, particularly for PP pupils with SEMH needs</p> <p>CPD for all staff as part of Trauma-aware teaching award</p> <p>Regular teaching of PSHE through whole school Jigsaw scheme.</p> <p>Forest schools</p> <p>KABs – small groups on building resilience and improving behaviour.</p>	<p>Childhood trauma has an adverse impact on children when there is no emotionally available adult as a protective factor.</p> <p>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.</p> <p>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 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.</p> <p>EEF: Improving Social and Emotional Learning in Primary Schools</p>	4,5,6

<p>Gathering Pupil Voice on a regular basis</p> <p>Play Therapy to be offered as a support for pupils.</p> <p>Access to External Councillors to be paid for: The Philippi Trust, Listening Ear, Barnardos</p> <p>Parent workshops run by pastoral leader with PP children and their parents/carers</p>	EEF: Social and emotional learning	
<p><i>Behaviour Hub training for specific key staff members and visits to model schools</i></p> <p><i>SLA with Behaviour Improvement Team for Level 1 and 2 referrals and LASC for ASD.</i></p>	More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress.	4,5
<p><i>Ensure PP children attend school regularly.</i></p>	Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands.	6
<p><i>Assess new pupils entering in KS2 rapidly and make provision .</i></p>	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: £ 53,835**

## 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.
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 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
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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?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*