



Accumulating Advantage For All



Totnes St John's Pupil premium strategy statement 2021–2024

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year 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 the pupil premium had within our school.

School overview

Detail	Data
School name	Totnes St John's
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021–2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Local Committee
Pupil premium lead	William Jaworski Executive Headteacher
Governor / Trustee lead	Janet Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023/2024	£ 94,575
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	£ 94,575

Part A: Pupil premium strategy plan

- See our Trust wide plan '**Accumulating Advantage for all**'

In a changing world we recognise the need to ensure that our curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

Our aims for our disadvantaged pupils

- Our aim as a Trust is to ensure that all pupils accumulate advantage, based on the high-quality experience that we offer them through our curriculum and enquiry-based approach to learning.
- Our curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, theatre trips, hands-on days, expert visits and have the opportunity to explore a wide range of extra-curricular clubs.
- We believe that all pupils should have the opportunity to aspire to be the best version of themselves. Therefore, we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives, to make informed life choices.

Statement of Intent

At the heart of our curriculum lie three core values: pursuit of academic excellence; the explicit teaching of learning to learn, which includes the development of metacognition; and, crucially, character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life-long skills that enable learners to overcome any barriers to learning and future successes.

Objectives for our disadvantaged pupils

- We will ensure that the progress of our disadvantaged children will equal or exceed the progress of those who are not disadvantaged by implementing our strategy plan. The ACE curriculum plays a central and critical role in accumulating advantage for all pupils, including those that are presently experiencing or have experienced disadvantage.
- All disadvantaged pupils will be equipped academically, socially, culturally and emotionally to continue to make progress at their secondary schools and beyond. Our aim is to ensure that all children leaving our schools are successful learners, curious explorers and healthy thinkers.

Our current pupil premium plan focuses on the following goals

(see '[Accumulating advantage for all](#)' booklet for more detail)

Strong leadership that drives:

- Equity through an enriched curriculum (including high-quality, well-researched and impactful interventions)
- A culture of high-quality care
- Food and nutrition education
- Effective parent/carer partnerships
- Development of early oracy and ongoing oracy skills.

Our strategy plan is based on the following key principles

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and process. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many children have weak oral language skills on entry, including limited vocabulary, affecting their spoken language, comprehension and, later, their writing.
2	Covid-19 lockdowns negatively affected children's knowledge and skills in English and mathematics (lost learning) and exacerbated existing difficulties.
3	For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning.
4	Some children lack resilience for learning and, during Covid-19 lockdowns, lost the resilience they had gained.
5	Lack of parental support and their lack of knowledge about how to provide such support for their children are barriers to the progress of some children.
6	Poor attendance and punctuality are barriers for some children.

Intended outcomes - see 'Accumulating Advantage for all'

Intended outcome	Success criteria
<ul style="list-style-type: none"> • A Curriculum for Excellence The ACE curriculum is ensuring QFT is making a difference for our disadvantaged pupils and progress measures show the gap between disadvantaged pupils and others is closing 	<ul style="list-style-type: none"> • 90% of PP pupils meet the threshold of the phonic screening check by 2024 • Spelling scores show year on year improvement in KS1 GPaS test • Gap between PP and non-PP pupils reduces each year in GPaS. • KS1 teacher assessment: reading 90% of PP pupils working at the expected standard by 2024 • KS1 teacher assessment: GPaS 90% of PP pupils working at the expected standard by 2024 • KS1 teacher assessment: writing 90% of PP pupils working at the expected standard by 2024 • KS1 teacher assessment: mathematics 90% of PP pupils at the expected standard by 2024 • Gap between PP and non-PP reduces year on year in all core subjects • KS2 national test: reading 90% of PP pupils at the expected standard by 2024 • KS2 national test: GPaS 90% of PP pupils at the expected standard by 2024 • KS2 teacher assessment: writing 90% of PP pupils at the expected standard by 2024 • KS2 national test: mathematics 90% of PP pupils at the expected standard by 2024 • Test data and teacher assessments in English and mathematics (see above) show progress gap narrowing between disadvantaged and other pupils in both key stages to be <10% points.
<ul style="list-style-type: none"> • Oracy All disadvantaged pupils have a 'flying start' to their schooling, have improved oracy skills and are increasingly able to communicate effectively through targeted support. 	<ul style="list-style-type: none"> • 90% of PP pupils achieve a good level of development in C&L by 2024 • 90% of PP pupils achieve a good level of development in Literacy by 2024
<ul style="list-style-type: none"> • Enrichment opportunities are providing pupils with the skills and knowledge to become more successful learners 	<ul style="list-style-type: none"> • All PP pupils attend at least one after-school club by 2024. • All disadvantaged pupils attend residential
<ul style="list-style-type: none"> • Food and Nutrition Pupils and families have opportunities in school to participate in workshops and clubs to improve health through food and nutrition education 	<ul style="list-style-type: none"> • All PP children are well fed in school, they have easy access to food and being hungry is never an issue.
<ul style="list-style-type: none"> • High-quality care through SEMH support is ensuring excellent wellbeing and readiness for learning • Parent/carers partnerships are strong and parents are increasingly able to support their children's wellbeing and learning 	<ul style="list-style-type: none"> • Attendance data shows disadvantaged pupils' attendance improves year on year and closes gap with non-PP pupils. • Family and pupil bi-annual questionnaires provide evidence of effective support

Intended outcome (recovery funding 2022/2023 only)	Key success criteria
Professional development for teachers	<ul style="list-style-type: none"> • Teachers' AfL skills are developed and enhanced • Teachers identify gaps in learning accurately • Teachers design schemes of work that are effective in filling gaps in learning

<p>To ensure that all children's mental health and wellbeing are at the forefront of everything that we do</p>	<ul style="list-style-type: none"> • Pupils feel that they are supported and challenged in school. • The curriculum has a targeted focus on mental and physical health. • Curriculum focuses on peer-on-peer abuse & E-safety
<p>To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to continue with 'catching up and recovery' on any lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability</p>	<ul style="list-style-type: none"> • Assessments across the year show that the children are on track to achieve the appropriate end of term expectations • The focus of the curriculum is to ensure that basic gaps are being filled in English and mathematics. • Effective deployment of staff in KS1 and Early Years groups with well-planned and structured interventions that ensure accelerated progress for identified children

Activity in the academic year 2023/2024

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to develop talk in the Early Years (speech and language)	The Reading Framework – Section 2: Developing Talk and Appendix 2	1,4
Training for new staff members on how to deliver Language Link system (Speech and Language)	EEF – Oral Language Interventions	1
Training for new staff to deliver RWI sessions	The Reading Framework – Section 3: Teaching a systematic programme in Reception and key stage 1	1
Coaching of KS1 staff by RWI reading leader on a 1:1 basis	The Reading Framework – Section 12: Building a team of expert teachers	1,2
Weekly coaching and training to develop teaching staff's pedagogy with a focus on assessment for learning.	EEF – Embedding Formative Assessment EEF – Metacognition	1,2,3,4
1:1 coaching for Early Career Teachers and new to trust teachers with SLT.	Strand 8 Professional Behaviours	2,3
Supporting 1/2 and 2/3 class are mixed-aged classes. - Targeted intervention for Y1 PP children to fill gaps. - Smaller phonics groups for targeted RWI support.	EEF- Targeted Academic Support	1,2

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

Budgeted cost: 37,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 phonics tutoring	EEF – one to one tutoring	1,2
Targeted Academic Support – small group intervention 4 x per week in phonics, reading, writing and maths in both KS1 and KS2.	EEF- Targeted Academic Support	1,2
1:1 fluency intervention	EEF – improving literacy at KS2	2
Classes are split to allow targeted PP intervention, physical education and outdoor learning.	EEF – one to one tutoring EEF – Physical Activity	1,2
SENCO plans targeted support plans for individual PP pupils delivered by support staff.	EEF – Follow the Assess, Plan, Do, Review process	1,2,3
Teachers prioritise pre-teaching for the most disadvantaged pupils before and after school. Prep club used by teachers to request places for PP pupils.	EEF – one to one tutoring	1,2

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

Budgeted cost: £30,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality physical education to support mental and physical well-being	EEF – Physical Activity & Self-regulation	2,4
Safeguarding lead to support families with parenting support, workshops, EWO support and Early Help.	EEF – parental engagement	4,5,6
Boxall profile training and application	EEF – behaviour interventions	3,4,6
SEMH interventions and brain breaks	EEF - Self Regulation	
Breakfast At Blossoms runs daily for most disadvantaged for time to talk and food.	EEF – Magic Breakfast Club	4,6
Parental engagement activities for focused families, e.g. coffee mornings and 'you said we did' boards	EEF – parental engagement	5,6
Belonging Mornings to support attendance and behaviour.	EEF – Physical Activity & Self-regulation	2,4

Total budgeted cost: £ 94, 575

Part B: Review of outcomes in the previous academic year (2022/23)

Pupil premium strategy outcomes

Findings relating to our disadvantaged pupils were as follows:

1. Pupils continued to make excellent progress from their starting points across the school in 2022/2023. EYFS, Year 1, Year 2 and Year 6 made excellent progress and attained well, as shown from national tests and compared to other schools nationally (for example, in Year 6). Although progress compared to 2021/2022 appears to be slightly lower, this seems likely to be because of the cumulative impact of improvements in teaching and learning. For example, the 2023 Year 2 data (highlighted below) shows the gap between all pupils and disadvantaged pupils was five percentage points or less by the end of key stage 1. These disadvantaged pupils are therefore being prepared to attain well by the end of Year 6.

Year 6	Combined						Reading						Writing						Maths							
	(all/dis)		All		Dis		Other pupils		All		Dis		Other pupils		All		Dis		Other pupils		ALL		Dis		Other pupils	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
	59%	8%	44%	3%	66%	10%	73%																			
Totnes St John's (23/9)	70%	17%	67%	11%	71%	21%	78%	43%	78%	22%	79%	57%	87%	30%	89%	22%	86%	36%	87%	22%	78%	22%	93%	21%		

Year 2	Reading						Writing						Maths							
	(all/dis)		All		Dis		Other pupils		All		Dis		Other pupils		All		Dis		Other pupils	
	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS
National (2022)	67%	18%	51%	8%	72%	21%	58%	8%	41%	3%	63%	10%	68%	15%	52%	7%	73%	18%		
Totnes St John's (20/12)	85%	30%	83%	33%	88%	25%	80%	25%	75%	33%	88%	13%	80%	35%	75%	33%	88%	38%		

2. Our targeted approach used in 2021/2022 continues to have a positive impact. This is enhanced by high-quality relationships and a concerted drive by both pupils and staff (i.e. 'always striving for the best of ourselves'). Key to improvements has been that staff recognise and take responsibility for these improvements, both at whole-class level and for individuals.

3. There have been no permanent exclusions in 2022/2023. Suspensions continue to decrease.

4. Family and pupil surveys show that they feel safe, supported and happy with the school's offer. The number of pupils on roll has shown a marked increase, with parents also requesting places for their children in EYFS.

5. The ACE curriculum appears to be having a positive impact on all pupils, especially disadvantaged pupils. They experience a carefully sequenced curriculum through which they have planned opportunities to revisit and consolidate learning. The strong focus on character education and metacognition is equipping them to become resilient, reflective, engaged and independent learners. A particular focus in 2023/24 will be to make sure that these pupils make the best possible progress as a result of these aspects of our curriculum.

Overall, the 2022/23 outcomes continue to confirm the positive direction of our current three-year strategy, of which this was the second year. Small-group and 1:1 interventions, before and after school, and in the school holidays continued to take place. A key focus for the third year of the strategy will be to enhance the curriculum offer further. While this will benefit all pupils, we aim particularly to provide our disadvantaged pupils with a breadth of experience, from which they can draw in their learning.

Pupil premium strategy outcomes (2021/2022)

Findings relating to our disadvantaged pupils were as follows:

1. Pupils made strong progress from their starting points across the school in 2021/2022. EYFS, Year 1, Year 2 and Year 6 made excellent progress and attained well as shown from national tests and compared to other schools in Devon (example Year 6).

Devon Quintile 2022							
2022 KS2 Reading	Q1	2022 KS2 Writing	Q1	2022 KS2 Math	Q1	2022 KS2 RWM	Q2
2022 KS2 Reading Disadvantaged	Q1	2022 KS2 Writing Disadvantaged	Q1	2022 KS2 Math Disadvantaged	Q1	2022 KS2 RWM Disadvantaged	Q1

2. Targeted approach had the greatest impact: small group work before and after school, split classes using the PE teacher, and 1:1 tutoring sessions.
3. FTE and permanent exclusions decreased over time.
4. Family and pupil surveys show that they feel safe, supported and happy with the school's offer.

The findings confirm the positive direction of our current three-year strategy. As a result, we are investing further in 1:1/small-group interventions, before and after school, and in the school holidays. A key focus will be on improving attendance through a systematic, whole-school approach.