

Pupil premium strategy statement – St John’s Gosport C of E Primary School 2024 - 2025

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St John’s C of E Primary School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	44.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Carolyn Wilkinson
Pupil premium lead	Carolyn Wilkinson
Governor / Trustee lead	Jean Watson

2024– 2025 Year Group	Number of children in cohort	Number of children eligible for pupil premium funding	%
EYFS	60	14	23.3
Year 1	45	20	44,4
Year 2	59	23	39
Year 3	61	32	52,4
Year 4	62	34	55
Year 5	52	25	48
Year 6	46	21	45,6

Pupil Premium Summary		
TYPE	No. of Pupils	% of pupils
FSM	139	36.29
Services	30	7.83
LAC	3	0.7
PLA	5	1.3
TOTAL	177	46.12

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,700
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£207,700

Part A: Pupil premium strategy plan

Statement of intent 2024/2025

At St John's Gosport C of E Primary School we aim that all children, irrelevant of background or the challenges they face, will reach their full potential, make good progress and attain high standards. Our strategy outlines how we will support our Pupil Premium children to meet these high aspirations and gain a passion for learning, whilst developing as happy and emotionally secure young people. Each child is seen as an individual and treated with compassion and equality, without pre-conceived ideas or judgement.

At St John's Primary School, there are a high proportion of children who are eligible for Pupil Premium, who are also on the school's SEND register. We believe that high quality teaching is the foundation for progress and success. Our mission is for all pupils to experience quality resources which support and impact on their learning. Individualised support is offered to our disadvantaged children, identifying individual needs and barriers to learning to enable us to provide an effective support package, allowing each child to learn at their best. This includes use of metacognitive strategies such as assessment for learning (using the Tom Sherrington 'Walk Thru' high participation strategies,) high quality feedback and scaffolding which enables children to work as independently as possible. This is proven to close the disadvantaged attainment gap at our school.

Our approach will be responsive to common challenges and individual needs. Needs will be identified with comprehensive analysis of data, following assessment of both academic and emotional need. Impact of intervention will be monitored and adjusted to match individuals.

The acquisition of reading skills is key and enables children to have high aspirations of themselves as they journey through their education, We have focused on ensuring that our early reading curriculum embeds a systematic phonics programme in EYFS and KS1 and that the teaching of reading for fluency and comprehension is developed at KS2. This has been enhanced and supported by the Springhill English Hub.

Since 2021 the school has identified an increased number of children on our SEND register who have Social, Emotional and Mental Health (SEMH) needs and have received diagnoses of ASD and/or ADHD. We aim to provide high quality, support for the social and emotional development of pupils, ensuring they feel happy and safe so that they are ready to learn and can build strong relationships with others.

Principles and Aims at St John's C of E Primary School:

- Ensure that all staff have high aspirations of all disadvantaged pupils including those with additional needs and those who are high attaining.
- All teaching and support staff will have received appropriate CPD to enable high quality teaching and learning linked to the School Improvement Plan.

- Early identification and intervention processes ensure gaps in academic and social development are addressed quickly and effectively.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Adoption of a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and implementation of strategies to raise attainment.

Disadvantaged (data from Perspective Lite December 2024)

Disadvantaged

137 of your school's 383 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 35.8% of your cohort.

This is 2.8% higher than the national average of 33.0%.

36.6% (74) of your female pupils are disadvantaged, 3.6% higher than the national of 33.0%. 34.8% (63) of your male pupils are disadvantaged, 1.9% higher than the national of 32.9%.

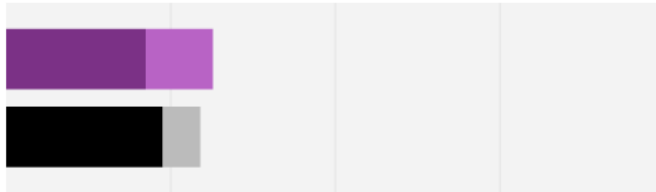
Disadvantaged pupils contribute £193,520 to the budget of your school in disadvantaged funding.

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)
R	7	7	14	£19,695	13
1	7	7	14	£21,095	17
2	12	7	19	£27,155	21
3	10	14	24	£36,480	32
4	16	14	30	£44,935	32
5	15	6	21	£31,700	24
6	7	8	15	£22,610	18
Other	0	0	0	£0	0
Unknown	5	2	7	£10,605	7
Total	79	65	144	£214,275	164

SEN PROVISION (K/E)

DIFFERENCE
+1.9%



SEN Support: ■ 21.2%, ■ 23.8%

SEN EHC Plan: ■ 10.2%, ■ 5.7%

31.4% (43) of your disadvantaged pupils have a SEN provision, 1.9% higher than the national of 29.5%.

Overall Absence

Your school's Disadvantaged cohort of 129 enrolments have an **Overall Absence** of **8.8%**.

This is **4.6%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 0.8%** from +5.4% in 2023/24, to +4.6% in 2024/25.

Your Disadvantaged cohort's **Overall Absence** has **decreased by 1.0%** from 9.8% in 2023/24, to 8.8% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 77** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged

+4.6%

National: Disadvantaged

+1.5%

School: Non-Disadvantaged

+4.0%

SCHOOL: VALUE



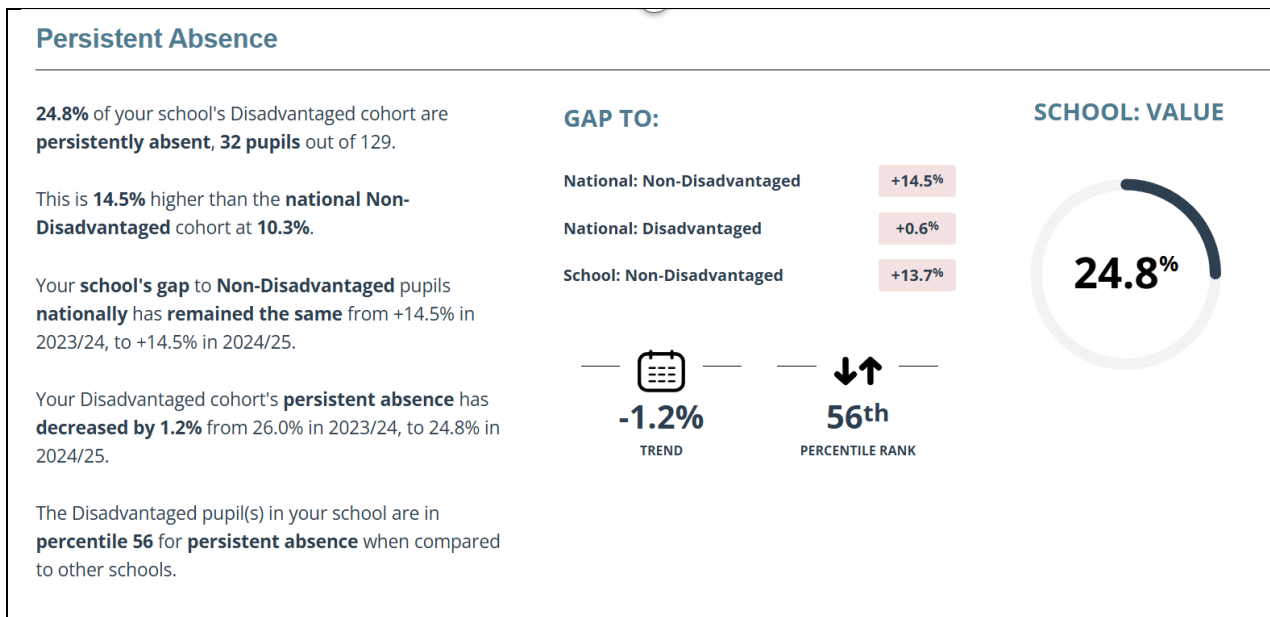
-1.0%

TREND



77th

PERCENTILE RANK



Challenges

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

Challenge number	Detail of challenge
1	PP pupils often have fewer wider experiences and this impacts their vocabulary, with a clear language deficit when they start school, and reduced knowledge of the world and cultural experiences. This impacts their understanding of concepts, which impacts reading and writing attainment.
2	Higher proportion of PP pupils also have an identified SEND (31.4%) compared to non-PP which impacts overall attainment for PP.
3	Higher portion of pupils who are eligible for PP, compared to non-PP, enter school with lower Baseline scores. This impacts attainment in subsequent years.
4	Attendance for PP children at the end of the 2023/24 academic year was 91.9% compared to non-PP pupils of 94.3% (70% of PA are PP children)
5	SEMH issues are causing barriers to learning and poor learning behaviours.
6	5.4 % of pupils who are eligible for PP are RHP pupils.(9/167)
7	Poverty due to increased financial restraints, resulting in children not having basic needs met and impacting their learning

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
1. To improve phonics outcomes at the end of EYFS and KS1.	To ensure that phonics outcomes for end of EYFS, Year 1 and Year 2 for all groups are at Age Related Expectation. Gaps between disadvantaged and non-disadvantaged children at the end of EYFS is no more that 10% in prime and specific areas.
2. To improve combined ARE (RWM) to meet national expectations.	To ensure that all pupils in every year group are closing the gap in all subjects moving towards national expectation.
3. To improve progress and attainment in Reading across the school. To close the attainment gap between girls and boys in reading.	To ensure that EYFS, KS1 and KS2 reading outcomes are at least at Age Related Expectations.
4. To improve progress and attainment in Writing across the school. To close the attainment gap between girls and boys in writing.	To ensure that EYFS, KS1 and KS2 writing outcomes are at least Age Related Expectations. Pupil Premium boys in KS2 achieve as well as Pupil Premium girls in writing.
5. To improve progress and attainment in Maths across the school. To close the attainment gap between girls and boys in maths.	To ensure that EYFS, KS1 and KS2 maths outcomes are at least Age Related Expectations. Pupil Premium boys in KS2 achieve as well as Pupil Premium girls in maths.
6. Improved emotional well-being, shown in greater levels of confidence and self-esteem.	Pupils to be independent in using strategies to develop resilience and emotional regulation. Pupils seek help when needed and respond with appropriate actions to difficult circumstances.
7. Improved attendance for PP pupils. PP pupils to have an attendance of 95% or above.	To close the gap between PP and non-PP attendance.
8. Improved access for disadvantaged pupils to enrichment provision in the school.	Financial circumstances are not a barrier to children's participation in enrichment activities. At least 50% of PP pupils attend free extra-curricular clubs.

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: £ 45,966.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed our validated Systematic Phonics Programme (Little Wandle) to secure stronger phonics teaching and improve reading outcomes. All teachers and LSA to continue to receive timely CPD in order to implement the new synthetic phonics programme 'Little Wandle'</p> <p>Phonics 'catch up' interventions to be run for identified pupils not on track.</p> <p>Phonics assessments to be completed on 6 weekly cycles and interventions to be actioned from this.</p> <p>Embed work with Springhill English Hub to refine the teaching of phonics and early reading in EYFS and KS1</p>	<p>Research shows the importance of pupils gaining phonic skills at an early age and the impact of future attainment on early identification.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1670934366</p>	<p>1,2,3,6</p>
<p>English (Reading culture) and Maths (Maths Mastery) subject leaders to attend CPD and disseminate to all staff. School to engage with additional support from HIAS in English and Maths.</p> <p>Continue to embed a consistent understanding of quality first teaching,</p>	<p>Well trained staff lead to higher standards, expectations and attainment in teaching and learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1670934366</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1,2,3,6</p>

<p>scaffolding and effective feedback through CPD.</p> <p>Development of the MITA project 22/23</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>Thorough analysis of data by Data Lead and SLT, following the Data Drop calendar 2023-24, in all classes. Shared with all staff in Pupil Progress meetings.</p>	<p>Forensic analysis to identify trends in groups followed by clear targets and actions.</p> <p>Specific interventions/therapies to address highlighted areas of need.</p> <p>Use of quality first teaching to deliver interventions.</p>	1,2,3,6
<p>Embed systems and processes to develop a culture of reflective practice which is self-sustaining through:</p> <p>i) Establishing an ongoing coaching system targeting Teaching and Learning</p> <p>ii) Working collaboratively with other schools through a programme of peer review</p>	<p>Collective Teaching Efficacy (CTE) has been identified by John Hattie as the number one influence related to student achievement.</p> <p>i) Teachers to pair up and observe each other teaching, feedback about good practice</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>ii) Working with other Gosport and Fareham schools, identifying a question on tackling disadvantage as an enquiry in school (Spring 2025)</p> <p>https://www.schoolpartnershipprogramme.com/</p>	All challenge numbers

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

Budgeted cost: £14,795.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for EY children to develop balance, co-ordination,	Identified that a high proportion of pupils enter school with lower than expected motor planning, attention and listening	2,3,6

<p>body awareness, fine motor skills and motor planning</p>	<p>skills. EEF Toolkit shows +5 months progress for EYFS intervention. +* months progress for meta cognition and self-regulation (which will enhance by motor planning and concentration intervention)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<p>Individual and small group intervention by Speech and Language LSA, alongside SALT recommended programmes.</p>	<p>Identified that a high proportion of pupils enter school with lower than expected oral skills. EEF Toolkit shows 5+months progress for EYFS intervention and +5 months for oral intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1</p>
<p>Pupils working below age related expectations to read daily with an adult, developing decoding and comprehension skills.</p>	<p>Use of quality first teaching strategies to raise the standard of intervention.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1670934366</p>	<p>1,2,3,6</p>
<p>Embed with LSAs, interventions including paired reading, precision teaching and Phonics Rapid Catch UP to enable rapid progress and close gaps.</p>	<p>There is a strong evidence base to suggest that specific targeted interventions, delivered with precision have positive impact on progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £146,939.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly group interventions based around identified SEMH difficulty. (ELSA, Story writing, THRIVE)</p>	<p>31% of PP pupils have had or have level 2 or above social care involvement and as a result their emotional well-being is effective.</p> <p>Whole school approaches and targeted interventions have positive impacts on engagement and learning.</p>	4,5
<p>Full time Family Support Worker to support individual families and pupils.</p> <p>Full time Behaviour Support practitioner to work with staff, children and families.</p>	<p>Staff awareness of effective strategies to support these difficulties in class, will allow pupils to feel safe and successful in their learning environment.</p> <p>EEF toolkit shows +4 months progress for social and emotional intervention and +8 months progress for meta cognition and self-regulation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4,5
<p>Attendance Officer in post (0.5)</p> <p>Attendance to be closely monitored and actioned quickly where necessary. Parenting</p>	<p>High attendance rates mean that there is greater chance of pupils reaching age related expectations.</p> <p>Poor attendance results in pupils missing key parts of the curriculum, creating gaps in learning and lower attainment.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	4

<p>contracts to be put in place for persistent non-attendance.</p> <p>Parents whose children fall below 90% to be notified by letter. Pupils who have repeated lateness to be notified by letter and parent meeting held with attendance office.</p> <p>Referral sent LIT for persistent absence and holidays during term time.</p>		
<p>Sustain funding to ensure enrichment and participation in the wider curriculum, including contributing towards uniform and breakfast:</p> <p>Pupils are allocated a funded space of 1 extra-curricular club.</p> <p>PITC to provide multi-skills club.</p> <p>PITC to provide Makaton Choir club.</p> <p>All or part of residential and school trips to be funded.</p>	<p>Pupils who attend extra-curricular activities develop greater social and collaborative skills. This then impacts positively on collaboration in class and social skills with peers. These groups boost confidence and self-esteem. Pupils may not have opportunity to have these experiences without additional funding.</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>7</p>

Sustain the Magic Breakfast Scheme to enable access to learning.	Maslow's hierarchy of needs evidences that children who had a good breakfast, feel a sense of safety and belonging and have had their basic needs met are more likely to be ready to learn. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	

Total budgeted cost: £207,700

Part B: Review of the previous academic year 23/24

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity has had on our pupils in 2023/2024

Teaching and Learning

Throughout the year the school has followed a programme of high quality CPD for all staff, linked to the School Improvement Plan. Senior leaders have followed a monitoring and observation plan, also linked to SIP and the training staff have received.

There has been a particular focus on the use of metacognitive strategies using Rosenshine's principles and following the 7 steps from the EEF research papers. Staff have focused on the use of retrieval strategies to access prior learning as well as a focus on task variation and flexible learning which has ensured that the learning needs of all pupils is being met. Staff training has included task adaptation, particularly for our disadvantaged children so that they can access learning. This has involved providing a personalised learning approach for some of our pupils, built around their own specific interests. Support staff have been deployed to enable children to be successful learners.

Reading and Phonics

The school has adopted the Little Wandle Synthetic Phonic Programme which commenced in September 2022. All staff took part in training to ensure that there is a consistency of approach and understanding of the programme across the school. All resourced were purchased and made ready for the implementation at the beginning of the term. The impact of this programme is evidenced in the increased PSC outcomes in Year 1 in 2024, but must continue to be embedded to ensure rapid progress. Little Wandle Catch up programmes have been put in place for children in Year 1, 2, 3 and 4.

Speech and Language interventions

The Speech and Language LSA has continued to work with identified children across the school. Speech and language (the S&L LSA is Elkan trained) are used as tools to unlock children's potential and improve their ability to communicate their level of understanding. The school has used Nursery Narrative and progress was evidenced in meeting the early learning goals. Next academic year (24/25) the school will continue to use the Speech Link programmes into Year 1 to ensure children make the maximum progress. Children with speech plans in other year groups work with the S&L LSA on a regular basis and targets form part of their Individual Learning Plans.

Pupil Premium and SEND

58 of our PP pupils are also on the SEN Register (35%)

These pupils all have Individual Learning Plans which are reviewed termly by the parent, child, teacher and SENDCO.

The SENDCO, Maths and English leaders have delivered CPD so that teacher use the Hampshire Small Steps for these children which is identified on their planning. The use of the INSIGHT programme for tracking the progress of children with SEN will enable staff to forensically use data in creating next steps.

Targeted support

Additional teacher

An additional catch up teacher was employed to work across years 2,3,4,5 and 6, with children identified by teachers, throughout the year to focus on specific gaps in phonics and reading. This teacher also supports in year groups with high individual or group behaviour and SEMH needs.

Wider strategies

The school continues to use the Six Strands and Jigsaw programmes to support children's emotional, social and well being. The Six Strands also link with our 'Behaviour Learning Game.' For those children who need additional support the school has invested in an Inclusion Team comprising Inclusion Lead/ SENCO, Family Support Worker, Behaviour Lead, Speech and Language LSA (refer above):

Family Support Worker (FSW)

The FSW works tirelessly with families and leaders to overcome difficulties and obstacles that may prevent children accessing their learning or attending school consistently. Due to the increase in anxiety and mental health issues for children and families, this has increased the work load for the FSW and the school have invested in an Attendance Officer from September 2022. As well as working closely with families the FSW works alongside external agencies such as Behaviour Support/ Children's Services/ LIT. Attendance remains a focus for the school as it was 93.6% (national 94.5) at the end of the academic year 2023/2024 with persistent absence high at 17.5% (national 14.6). We have also had two children in a parental dispute who were taken out of school for 6 weeks as well a child with high SEMH, with older siblings on EHE, who after a long period of absence and intervention is now taken off roll and EHE. There are still many families suffering financial poverty and the FSW has provided support with obtaining funding/vouchers/ liaising with the borough council regarding housing/working with local

supermarkets and food banks. The FSW offers Stay and Play sessions for pre-school families on a weekly basis.

ELSA support

The school has two ELSA trained staff (2 x 0.5) who are used to work with children who have low self-esteem, friendship and social skill difficulties, anger management, difficulties with emotional regulation. Additionally, the school offers LEGO therapy and therapeutic story writing. As well as providing regular group sessions the ELSAs offer 1:1 sessions where they are required (e.g. as part of a child EHCP) and check ins with children. Last year approximately 70 children received ELSA support in some form.

Behaviour Lead

The Behaviour Lead works with children, staff, parents and the Primary Behaviour Service. She also works with mental health professionals and supports parents in referrals to CAMHS and PSICON. She is also a DSL and work with external services such as Children's Services to support children and families.

The school's behaviour policy is based on restorative conversations with children able to speak to members of the Inclusion Team to reflect on their behaviours. This has ensured children are able to discuss their emotions and understand what has led to the behaviours we have seen.

The Inclusion Team meet regularly to update on the progress children are making and the impact that the interventions have had on individuals.

Breakfast Club

All disadvantaged children are offered free breakfast club places. A number of children have accessed this offer which has improved their attendance and ensured they have a calm, settled start to the day. Currently about 40 children attend on a regular basis.

Residential and school trip contributions

The school will support contributions for residential and schools trips so that all children have the opportunity to access subsidised trips.

Wider extra-curricular opportunities

The school has worked hard to reintroduce a wide variety of extra-curricular activities ranging from sport, music, dance, Makaton, gardening, art, cookery, LEGO Stem and much more. Many of these are free, but where there is a cost the school will support cost for disadvantaged pupils. The average take up of clubs by our pupil premium children is 42.2%. We will continue to encourage all children to participate.

The school have employed Portsmouth in the Community to provide additional activities to enhance the curriculum and after school activities such as Archery, Makaton choir.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Physical and motor planning	
Play Therapy	Primary Behaviour Service
Assessment and Interventions	Insight
Multi Skills and Sports	Portsmouth in the Community
Mental Health Strategies	School Nursing Team
Thrive	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p>The school runs a weekly service club for service pupils, which is run by three staff who have service connections. On a weekly basis the children are provided with activities and the opportunity to discuss their experiences and follow where deployed parents are in the world. A large map was purchased to point out countries and generates many conversations. It also helps the children understand where places are in the world. We also purchased teddy bears to be shared with parents when they are deployed.</p> <p>The children have regular picnics, opportunities for their parents to visit for tea parties etc. Representatives from the armed services have visited to meet the children and talk about their professions.</p> <p>ELSA support is available for children, particularly when their parents are deployed.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Primarily the school is able to offer pastoral support during challenging times for families and children when they are at school. It has helped for pupils to be able to talk about their experiences and feel that they belong to a special group. The extra events and activities have contributed to this</p>

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.