

# John Mayne C of E Primary School



## Pupil Premium Strategy Statement

**2024-25**

John Mayne is an outward looking school at the heart of the village community. Guided by the example of Jesus, every child is individually known and nurtured.

Our aspirational curriculum offers a breadth of opportunities to widen experiences, create a love of learning, and develop the courage to live life to the full, enabling all to step forward with confidence.

Aspiring to live life in all its fullness.  
(John 10:10)

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	John Mayne C of E Primary
Number of pupils in school (October 203 census)	101
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mrs Helen Tester Head teacher
Pupil premium lead	Mrs Elaine Stanford
Governor / Trustee lead	Marini Turrell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,788
Recovery premium funding allocation this academic year	0
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.	£38,788

# Part A: Pupil premium strategy plan

## Statement of intent

At John Mayne C of E Primary School, staff and governors are committed to meeting the pastoral, social and academic needs of disadvantaged children within the school environment. We target the use of pupil premium grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to step forward in confidence and live life to the full. We recognise that disadvantaged children can face a wide range of barriers which may impact their learning.

Our chosen approaches are research based from the Education Endowment Foundation (EEF) with quality first teaching being the most important lever to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium Spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health. An increasing number of children are suffering from heightened anxiety There has also been an increased involvement of outside agencies with a high proportion of disadvantaged children scoring low when Boxall profiled. Children receiving play therapy are 100% are pupil premium, 50% accessing Drawing and talking are pupil premium and 20% of ELSA are pupil premium. Families receiving support from our newly appointed FLO, 75% are pupil premium.
2	Raise the aspirations for all vulnerable children. A key principle from our values is to know and nurture ALL children, enabling them to step forward. Assessment data shows that disadvantaged children's attendance and attainment is lower than their peers with a detrimental effect of their confidence and emotional wellbeing. . 48% of pupil premium children are behind their peers in attainment
3	Assessments indicate that early literacy skills, independence and motor skills are again below expected..

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	<p>In KS1 33% of disadvantaged are below age expectations in phonics, with another 50% at risk.. There is a close correlation in Early Years with absence rates and low attainment in phonics.</p> <p>Year 2 and 5 pupil premium are 50% below in reading and writing, phonics 25% and Maths 38%.</p>
4	<p>Early Years baseline data also highlights a prime area of learning : early literacy</p> <p>The current Early Years cohort were 'Covid babies' and there is a national trend of delayed communication and social development. 50% of the Early Years cohort are pupil premium.</p>
	<p>Levels of persistent absence for pupil premium has reduced from 54% in 2023-24 to 39% in November 2024</p> <p>With 10% at risk of persistent absence.</p>

## 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. Social, emotional and mental health.	<p>Disadvantaged children with SEMH will be identified and supported using a wellbeing assessment tool. Initial assessment Term 3 and reviewed Term 5 – Boxall</p> <p>Play therapy provision to be in place for identified pupils. 1 ELSA trained TA supporting ELSA sessions on termly cycle. Drawing and Talking 6-week sessions provided for identified pupils. FLO – provision 1 day a week</p>
2. Raising aspirations for all.	<p>Disadvantaged pupils will narrow the attainment gap. Whole school disadvantaged reading, writing and maths target 75% working at age related.</p> <p>All children have equal access to the curriculum that is adapted for their needs, extra-curricular and enrichment opportunities are offered.</p>
3. Improved Early Literacy Skills and Phonics	<p>Embedded accredited systematic phonics programme across KS1. Additional Rapid catch-up, phonics intervention rolled out for those in need. Identified pupils receiving regular support interventions with keep up and catch up phonics, regularly assessed. New starters in EYFS identified and are to revisit the whole of the phonics programme with class teacher to address any gaps in their phonics. Attainment gap closing for disadvantaged in Years R-1.</p>
4. Attendance	<p>Improved attendance rates with whole school targeted to achieve 95%+ Termly Celebrations of good attendance. Persistent absence rates reducing. Pupil Premium persistent absence rates are reduced 30%. Stringent monitoring of attendance information with referrals being made to SLO and PIAS following their pathways. Term time holiday unauthorised and referred for penalty notice, following Trust guidance.</p>

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All KS1 and any new staff training in validated phonics programmes.</p> <p>English/Phonics leads release time to carry out termly assessments and organise keep-up and reading group timetables.</p> <p>Update training for reading group staff.</p>	<p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/about-us/">https://www.littlewandlelettersandsounds.org.uk/about-us/</a></p> <p>Appointed TA to oversee phonics catch up intervention groups.</p>	2,3
ELSA training	<p>Emotional Literacy Support Assistant training is research based and led by an Educational Psychologist to enable school to support vulnerable children in their emotional needs.</p> <p><a href="https://www.elsanetwork.org/about/">https://www.elsanetwork.org/about/</a></p>	1

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions groups in	Catch up, pre-teach and booster group interventions make an impact when it is linked and in addition to normal lessons.	2,3

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phonics, reading and maths.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  A greater need for implementing targeted programmes by TAs/HLTA <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	
Early identification and support for speech, language and communication difficulties.  Release time for appointed staff to complete training, access resources and implement the programme.	All EYFS children to be assessed using the Speech and Language Link assessment. Any difficulties will be addressed through small group and individual work. If limited progress after two terms discussions will be held with Link Speech and Language Therapist (with parental consent)  One member of staff to access NELI programme training with the view to implementing 2025/26 cohort. <a href="https://www.teachneli.org/what-is-neli/">https://www.teachneli.org/what-is-neli/</a>	1,3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy	To increase pupil wellbeing and develop positive attitudes to learning.	1,2
Wider curriculum	Financially support access to: Music lessons Sports clubs School trips and residential	1,2

<p>Emotional Literacy for 1 TA</p>	<p>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 learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Children learn better and are happier in school if their emotional needs are also addressed.</p> <p><a href="https://www.elsanetwork.org/elsa-network/">https://www.elsanetwork.org/elsa-network/</a></p>	<p>1,2,</p>
<p>Attendance Campaign</p>	<p>Continue enhanced attendance campaign with celebratory certificates and termly events for good (95%+) attendees.</p>	<p>4</p>

Funded trips, visits, uniform, extra-curricular clubs and resources.	Supporting disadvantaged to have equal access to the curriculum and participate in wider enrichment opportunities.	1,2
Working closely with parents.	Since the pandemic is has become a priority to maintain positive links with parents and careers to support pupils between the home learning environment and school. This will develop a shared priority to deliver the best outcomes for all children.	1,2,3
Fizzy and Clever Hands intervention	Occupational therapy recommended programmes to support motor skills development. <a href="https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/">https://www.ekhuft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/fizzy-leaflets/</a>	2
Memory magic intervention	A recommended resource by Specialist Teaching Services to support engagement, attention and increase working memory. Working memory and memory skills are crucial for both language development and learning.	2

**Total budgeted cost: £ 37,000**

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