

Ainsdale St. John's

Pupil Premium Strategy Statement

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.

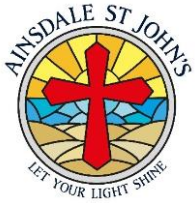
School overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	19%
Academic year	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lorna O'Brien
Pupil premium lead	Ella Giles
Governor / Trustee lead	Martyn Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,232.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£2,560.00
Total budget for this academic year	£63,782.00





Ainsdale St. John's

Pupil Premium Strategy Statement

Part A: Pupil premium strategy plan

Statement of intent

At Ainsdale St. John's, our 'ASJ Way' has 3 succinct aims for each member of our school family:

- With God's help we can achieve anything, and we **aspire** to be the best that we can be.
- We **shine** like a beacon of light within our community with an open door so that all feel welcome.
- Our special family (school, church and community) follow in the footsteps of **Jesus**.

In short, we all...**Aspire to Shine for Jesus!**

Our aspirational vision is anchored by a bible passage which encompasses our mission for each member of our Christian community, young and old, to find and develop their talents: Let your light shine. *Matthew 5:16*

To accompany our vision, we focus on 3 core Christian values:

- **Courage**
- **Community**
- **Compassion**

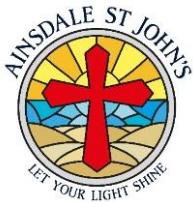
Linked with our 'ASJ Way', our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including 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 and young carers. 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. The heart of our educational approach is the ASPIRE curriculum, meticulously crafted to not only impart academic knowledge but also to nurture ambition within each child.

- **Achieve** through resilience and perseverance
- **Show respect** for Christian and British values
- **Promote high expectations** for all
- **Inspire lifelong readers**
- **Revisit knowledge and skills** to embed learning
- **Encourage a love of learning**





Ainsdale St. John's

Pupil Premium Strategy Statement

ASPIRE encapsulates our commitment to instill aspirations. 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 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:

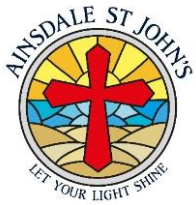
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 suggest disadvantaged pupils generally have greater difficulties with early reading than their peers. When looking at Year 1 phonics screening checks, disadvantaged pupils average score was 30 compared to 35 for non-disadvantaged peers.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families have identified that some pupils have ongoing challenges linked to social, emotional and mental health. This can present as friendship issues, managing and regulating emotions and lack of resilience. These challenges can also impact attainment and outcomes.
4	Our attendance data from the previous year indicates that attendance among children in receipt of free school meals (FSMs) has been between 5% lower than for those who are not in receipt of FSMs. Our assessments and observations indicate that absenteeism is impacting disadvantaged pupils' progress.



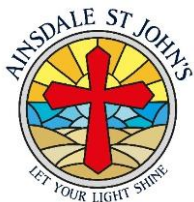


Ainsdale St. John's

Pupil Premium Strategy Statement

5	Our assessments, observations and discussions with pupils and families have identified that there is a need to continue to develop pupil's first-hand experiences both in and out of the school setting, ensuring that all our pupils benefit from life experiences they require to progress and develop.
---	---





Ainsdale St. John's

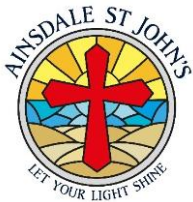
Pupil Premium Strategy Statement

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
<p>Improved early reading attainment among disadvantaged pupils.</p> <p><i>Inspire lifelong readers.</i></p>	<p>All pupils will make progress towards to expected standard in phonics.</p> <p>Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average for non-disadvantaged.</p> <p>Y2 pupils who did not achieve expected standard in Y1 will achieve the expected standard at the end of Y2.</p> <p>Reading outcomes at the end of Key Stage 1 will be in line the national average.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p> <p><i>Revisit knowledge and skills to embed learning.</i></p>	<p>At the end of KS1, maths outcomes will be broadly in line with national average for non-disadvantaged pupils.</p> <p>At the end of KS2, maths outcomes will be broadly in line with national average for non-disadvantaged pupils.</p> <p>To improve fluency and arithmetic scores by the end of KS2.</p>
<p>To achieve and sustain improved social, emotional and mental health for all pupils and families in our school, particularly our disadvantaged pupils.</p> <p><i>Achieve through resilience and perseverance.</i></p>	<p>Sustained high levels of social, emotional and mental health by the end of 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • pupils can express and understand their own emotions through SEMH focused work. • families know how to access support when needed.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p><i>Promote high expectations for all.</i></p>	<p>Sustained high attendance by the end of 2025 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 8%.





Ainsdale St. John's

Pupil Premium Strategy Statement

<p>To develop pupils' first-hand experiences both in and out of the school setting, ensuring that all our pupils benefit from life experiences to progress and develop.</p> <p><i>Encourage a love of learning.</i></p>	<p>Increased participation in enrichment activities, particularly among disadvantaged pupils throughout the year.</p> <p>Qualitative data from student voice, student surveys and teacher observations, shows that pupils are benefitting from first hand experiences.</p>
---	--

Activity in this academic year

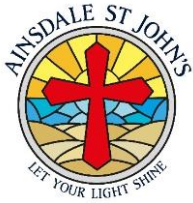
This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of Read Write Inc. (DfE validated Systematic Synthetic Phonics programme) to secure strong phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 LDST Maths hub	2





Ainsdale St. John's

Pupil Premium Strategy Statement

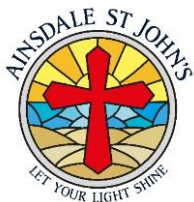
<p>Improve the quality of social, emotional and mental health (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff using the My Happy Mind resource.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>3, 4 and 5</p>
--	---	-------------------

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

Budgeted cost: £ 10,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and RWI support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Additional maths sessions targeted at disadvantaged pupils who require further support.</p>	<p>Maths intervention approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted maths interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2</p>





Ainsdale St. John's

Pupil Premium Strategy Statement

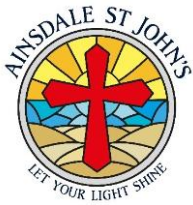
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop and experience through our ASJ Journey.</p>	3, 4 and 5

Total budgeted cost: £63,782.00





Ainsdale St. John's

Pupil Premium Strategy Statement

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Year 1 (17% disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Phonics	80%	74%	79%	50%

Phonics data shows we are below national, however with a small cohort each child who did not pass had a large impact on the overall outcome.

Key Stage 1 Teacher Assessment (16% disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Reading	71%	74%	81%	40%
Writing	62%	71%	77%	40%
Maths	71%	77%	85%	40%

Reading, writing and maths at the end of KS1 were above national data.

Key Stage 2 SATs (23% disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Reading	74%	73%	78%	57%
Writing	72%	73%	78%	57%
Maths	73%	53%	56%	43%

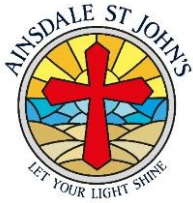
At the end of KS2, reading and writing were broadly in line with national data. The gap between disadvantaged and non-disadvantaged narrowed in maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

2023/2024 Attendance

ASJ	Non-FSMs	FSMs
95.6%	96.5%	91.3%





Ainsdale St. John's

Pupil Premium Strategy Statement

The attendance data demonstrated that within the disadvantaged group, children in receipt of free school meals had the lowest school attendance. A small number of the 37 children in receipt of free school meals were classed as severely persistent absentees at the end of previous academic year.

Absences were linked with social and emotional needs and school-based anxiety.

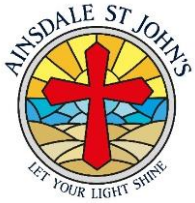
Behaviour and wellbeing showed a missed opportunity with more play-based learning during lunchtimes and ensuring that pupil voice was used to gauge interest in extra-curricular activities for disadvantaged children.

Our evaluation of the approaches delivered last academic year indicates that reading approaches are effective, however, early reading should remain an area of focus. Academic interventions for maths and spelling should have baselines to ensure impact is measured accurately as well as the use of NFER and BSquared assessments.

Building on last year's strategy, there is a need for increased support with attendance to ensure children attend and achieve, improving outcomes for all. Alongside this, support with social and emotional wellbeing and resilience needs to be enhanced so that children have tools to use.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.





Ainsdale St. John's

Pupil Premium Strategy Statement

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
Read, Write, Inc - Ruth Miskin
Confident Me and Mini Confident Me
ELSA
Kapow – PSHE curriculum
Nessy – reading, writing and spelling
Mastering Number - NCETM

