



# Pupil Premium Strategy

September 2024 – August 2025

St John's and St Peter's CE Primary is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

**By placing God's love in action at the heart of everything we do, we hope to see our children flourish, our culture transformed, and our community thrive.**

Through high-quality education and an enriching curriculum, we will equip every child with the knowledge and skills they need to overcome challenges and therefore achieve their full potential.

**Our hope is that every child at St John's and St Peter's CE Primary can uniquely contribute to the community and make it a place they are proud to call home.**

# Pupil Premium Strategy Statement 2024/2025

## St John's and St Peter's Church of England Primary

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	St John's and St Peter's CofE Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Academy Board
Pupil Premium Lead	Nilam Hullait
Governor / Trustee Lead	Sarah Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 204,240.00
Recovery premium funding allocation this academic year	£0.00
Recovery premium funding carry forward from last academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
School Led tutoring Grant	£0.00
<b>Total budget for this academic year</b>	<b>£ 204,240.00</b>

## Part A: Pupil Premium strategy plan

### Statement of intent

At St John's & St Peter's CE Primary we are committed to ensure that every individual child is given the best possible chance of achieving their potential. Our school population consists of approximately 66% of pupils who are eligible for Pupil Premium funding.

We take pride in nurturing the needs of each individual pupil, including those who may have barriers or challenges to engaging with learning opportunities effectively. Some of these may be attendance and levels of persistent absence; behaviour incidences and risk of exclusion; wellbeing, mental health and safeguarding concerns; access to technology and educational materials or high mobility.

We place great emphasis on providing and delivering high-quality teaching and learning experiences for all our pupils. We invest in continuous professional development for our teachers to enhance their skills and knowledge in meeting the diverse needs of our pupils, including those from disadvantaged backgrounds. Small group teaching and interventions are delivered by experienced staff to compliment the high-quality teaching within the classrooms. When identifying challenges, we draw upon a range of data sources, including discussions with teachers and support staff and engagement with pupils and families.

Poor mental health is often a significant barrier to learning and something we must prioritise. 70% of our pupils have English as an additional language and approximately 24% are SEN of which 78% are disadvantaged. However, while these create further challenges, we have high expectations of all pupils and will set all pupils' ambitious target.

We recognise the importance of providing a nurturing and inclusive school environment for all our disadvantaged pupils. We have a dedicated support from our Pastoral Care Manager who offers personalised support, mentoring and guidance to help pupils overcome barriers to learning. We promote positive well-being through mentoring programmes, counselling services and collaboration with external agencies to provide additional support when needed.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers and the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

We remain committed to utilising the Pupil Premium funding effectively to improve outcomes for our disadvantaged pupils. The strategies outlined in this report demonstrate our dedication to providing equal opportunities and support for all our pupils, enabling them to thrive academically, socially, and emotionally. We will continue to review and refine our approaches to ensure that every disadvantaged pupil achieves their full potential.

## Challenges

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

Challenge number	Detail of Challenge
1	Pupils being EAL and / or having limited exposure to books outside of school, and little 'cultural capital' to build learning upon. This has a significant impact on reading and writing attainment and progress.
2	Attainment on entry is below developmental milestones - particularly phonics and reading. The reception children that we have had in school this year many have had no access to early education entitlement. We are also finding that we are the first professionals who have seen children face to face in most instances.
3	There are an increasing number of pupils joining the school, with significant SEN. 78% of pupils on our inclusion register are also in receipt of pupil premium funding. Disadvantaged pupils are further disadvantaged in that they are also on the SEND register therefore at a further risk of underachievement.
4	Social, Emotional and Mental Health issues such as lack of confidence, self-esteem, social interaction and developing positive attitudes for learning. This also includes supporting parents with their well-being, mental health, social interaction, and language acquisition.
5	Wider learning opportunities and experiences outside of school are limited within the life experience of our children. They have not had rich experiences out of school or even 'typical' experiences that help build on life skills. Without the experiences the school provides children struggle to engage within the curriculum.

## Intended Outcomes

Intended Outcome		Success Criteria
Priority 1	Raise phonics and reading attainment for all groups of pupils including SEND & EAL.	<ul style="list-style-type: none"> <li>Phonics and reading assessment data for Pupil Premium pupils to be in line with national.</li> <li>Pupils have the skills required to be confident and successful readers.</li> </ul>
Priority 2	Disadvantaged pupils enjoy a broad curriculum enriched by life and learning experiences otherwise not available to them.	<ul style="list-style-type: none"> <li>Through participation in a wide range of enrichment opportunities, pupils develop life skills, interests and confidence beyond the classroom enabling them to foster personal growth, social skills and cultural awareness.</li> <li>Pupils can draw upon their experiences to aid their understanding and knowledge.</li> </ul>

		<ul style="list-style-type: none"> <li>Quality of outcomes within the curriculum will improve due to pupils' given opportunities and experience otherwise not available.</li> </ul>
<b>Priority 3</b>	Disadvantaged pupils are better prepared mentally and physically to engage in a rich and diverse curriculum.	<ul style="list-style-type: none"> <li>Improved attendance of the persistent absentees.</li> <li>Pastoral support available for pupils with SEMH needs.</li> <li>Staff CPD allows teachers to easily identify children with SEMH needs.</li> <li>Promoting physical and mental well-being through breakfast clubs/activities which encourage regular exercise, social interaction and healthy eating.</li> <li>Higher levels of self-confidence and motivation which will support pupils to achieve in all areas of the curriculum.</li> </ul>
<b>Priority 4</b>	SEND pupils are not disadvantaged when accessing the curriculum	<ul style="list-style-type: none"> <li>Evidence through staff feedback and pupil voice shows that SEND pupils are engaged in the curriculum for at least 80% of the timetable.</li> <li>SEND pupils are achieving ambitious targets suitable for specific needs which will enable them to be independent adults.</li> <li>Interventions and resources are used effectively to maximise pupils' engagement.</li> </ul>
<b>Priority 5</b>	Parents are better equipped to support their children academically and emotionally.	<ul style="list-style-type: none"> <li>100% of parents have access to Class Dojo to ensure they have regular communication from the school and class teachers.</li> <li>Attendance at parent's evenings continues to exceed 80%.</li> <li>Attendance to Inspire workshops to exceed 70%.</li> <li>Parent workshops to provide suitable strategies to support their children's learning at home.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £5280.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Phonics training including refresher training for new and existing staff to deliver high quality lessons and interventions	<ul style="list-style-type: none"> <li>• Validation from DFE of ‘Little Wandle’ as an effective scheme.</li> <li>• Thorough training with continuous assessment half-termly to embed and secure staff knowledge and understanding</li> </ul>	1, 2 & 3
To continue to develop high quality teaching through ongoing CPD. Instructional coaching, will impact positively on staff morale as well as the quality of teaching and learning.	<p>Tom Sherrington – Walkthru’s <i>Instructional coaching - EEF – Education Week.</i> <i>Teaching WalkThrus: Five-step guides to instructional coaching by Tom Sherrington and Oliver Caviglioli</i></p> <ul style="list-style-type: none"> <li>• A research based professional development to establish consistency across the school. Shared understanding and language around teaching and learning which is linked to a tiered approach to managing behaviour and therefore improving pupil outcomes.</li> </ul> <p>Chris Such - the author of <i>The Art and Science of Teaching Primary Reading</i> - research-informed ideas across all major key topics including phonics, comprehension, teaching children with reading difficulties and strategies for the classroom.</p>	1,2 & 3
Provision and accessibility of educational visits and other well-being trips	<ul style="list-style-type: none"> <li>• Broad and balanced curriculum as emphasised by OFSTED</li> <li>• Positive impact on mental health</li> <li>• Greater preparedness for learning and engagement</li> <li>• Increased cultural capital with transferable knowledge and skills</li> </ul>	5 & 6
Internal and external specialist training/CPD for all staff	<ul style="list-style-type: none"> <li>• School uses the most up to date research and adapts to changes in education.</li> <li>• Children receiving high quality teaching which has a direct impact on attainment and knowledge</li> </ul>	1,2 & 3
Pastoral Care Manager	<ul style="list-style-type: none"> <li>• Pastoral support around behaviour and SEMH can improve children’s overall wellbeing and ability to access learning once barriers have been removed.</li> <li>• Research shows that good quality support and intervention can enable children to make progress.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviourinterventions/</a></p>	4 & 5
Support for Early Years Foundation Stage from an experienced Early Years Practitioner as well CPD to enhance the environment, improve teaching and learning to ensure that children get the best start.	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p> <ul style="list-style-type: none"> <li>• There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</li> <li>• High-quality provision is likely to be characterised by positive, purposeful interactions between staff and children; activities that support children’s</li> </ul>	1,2 & 3

	language development; the development of early number concepts, and self-regulation.	
Further links between curriculum subjects and reading books, including the continued development the school library	<ul style="list-style-type: none"> <li>Reading areas have a positive impact on pupil performance; they develop good reading habits; develop the concepts of reading for pleasure or research. (The Reading Framework, July 2021)</li> </ul>	1,2 & 3
Pupil progress meetings will be held termly and there will be a key focus on identifying attainment and progress of the disadvantaged pupils.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> <ul style="list-style-type: none"> <li>Pupil Progress meetings will include monitoring and provision of strategies and outcomes for disadvantaged pupils.</li> <li>Pupil's learning gaps will be identified and those in risk of falling behind will be quickly identified so they are supported with targeted interventions. These will be planned strategically across school through a rigorous monitoring of pupil's attainment and progress data in pupil progress meetings.</li> </ul>	1,2 3 & 4

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

**Budgeted cost: £181,960.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff will deliver group targeted teaching with targeted pupils who are falling behind age related expectations identified through pupil's progress meetings. Creating an additional teaching space to target small groups of children.	<ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> </ul> <p>Some pupils may require additional support alongside high-quality teaching to make good progress. The evidence indicates that small group teaching can be a powerful tool for supporting these pupils when they are used carefully.</p> <ul style="list-style-type: none"> <li>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</li> </ul>	1, 2, 3, 5 & 6
Targeted Phonics – focus on early reading and rigorous phonics. Direct phonics interventions for pupils in Key Stage 1 not on track to achieve expected	<ul style="list-style-type: none"> <li>EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</li> </ul>	1,2 & 3

<p>standard will be provided targeted interventions.</p>	<p>Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read.</p> <ul style="list-style-type: none"> <li>• ‘Little Wandle’ will continue to provide consistency in the teaching of phonics across the school. All new staff will be trained on the new scheme.</li> <li>• The scheme is matched with the school’s reading scheme (Big Cat Phonics) -recommended by Little Wandle Phonics scheme.</li> <li>• KS2 children who had not previously passed the phonics screening check or those who are EAL closing the gap through the delivery of this programme</li> </ul>	
<p>Rigorous assessment and appropriate provision for SEND and bottom 20% of pupils</p>	<ul style="list-style-type: none"> <li>• A new assessment tracker to monitor the progress of SEND children and plan for effective strategies.</li> <li>• The bottom 20% of pupils in each year group need 1:1 or small group interventions to allow them to catch up with their peers.</li> <li>• EAL pupils target for rapid intervention to access curriculum through regular interventions.</li> <li>• Staff trained to deliver high quality interventions to support children’s learning. <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></li> </ul>	<p>2 &amp; 3</p>
<p>High quality, broad and ambitious curriculum planned for and delivered across the school</p>	<ul style="list-style-type: none"> <li>• Subject Leads will plan high quality lessons alongside class teachers. Evidence in book looks, pupil voice, data and coaching sessions.</li> <li>• Senior Leaders to support and guide teachers.</li> <li>• Subject Leads have detailed action plans to support class teachers with resources and that these enhance the teaching and learning experiences of pupils.</li> </ul>	<p>1, 2 &amp; 3</p>
<p>To continue with Nuffield Language Early Language Intervention (NELI).</p>	<ul style="list-style-type: none"> <li>• The Nuffield Early Language Intervention is designed to improve the language skills of Reception pupils with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early year’s practitioner.</li> </ul>	<p>1, 2 &amp; 3</p>
<p>Speech and language interventions.</p>	<ul style="list-style-type: none"> <li>• External support through speech and language interventions to target specific pupils and on-going speech and language interventions in class.</li> </ul>	<p>1, 2 &amp; 3</p>



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

**Budgeted cost: £17,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional well-being and behavioural support delivered through outdoor learning	<ul style="list-style-type: none"> <li>• Low self-esteem in some disadvantaged pupils and the need to encourage and instil confidence and resilience outside of the classroom environment.</li> <li>• Research suggests that outdoor learning improves academic performance and supports life skills such as self-motivation and teamwork.</li> </ul>	4 & 5
Social activities to engage with parents and build strong relationships between home and school	<ul style="list-style-type: none"> <li>• Research suggests that supporting parents and getting them to engage with the school through supporting their own well-being and knowledge and understanding of their child's learning has an impact on the child and can close the attainment gap by 4 months compared to those who do not engage.</li> </ul>	4 & 5
Vulnerable children to be highlighted and supported through contact with the Educational Psychologist, School Nurse and other external agencies.	<ul style="list-style-type: none"> <li>• EEF; Behaviour &amp; Intervention, Social &amp; Emotional Learning</li> <li>• EEF Tiered approach – Wider Strategies</li> <li>• This approach has a positive impact, on average, of 4 months additional progress in academic activities over the course of the academic year. Toolkit focus primarily on academic outcomes, but it is important to consider other benefits of social and emotional interventions. Being able to manage emotions will be beneficial to children and young people.</li> </ul>	4 & 5
Pastoral support including well-being, mental health for and attendance for pupils.	<ul style="list-style-type: none"> <li>• Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additionally, they have an average overall impact of four months additional progress on attainment.</li> <li>• Evidence suggests that children from disadvantaged backgrounds have on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment.</li> <li>• Social and emotional interventions in education are shown to improve social and emotional skills</li> </ul>	4 & 5

	<p>and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <ul style="list-style-type: none"> <li>• Impact of Pastoral Care Manager has shown consistence maintenance of attendance levels in line with national.</li> </ul>	
Mentors deliver emotional and behavioural support to identified disadvantaged children	<ul style="list-style-type: none"> <li>• Need for additional support following 3 houses assessments at the start of each term.</li> <li>• Use of immediate behaviour reporting software – CPOMS, allows key staff to provide timely intervention to maintain high standards of behaviour.</li> </ul>	4 & 5
To ensure that the disadvantaged pupils are given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences	<p>Education Endowment Trust Toolkit EEF Arts Participation (April 2018)</p> <ul style="list-style-type: none"> <li>• The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics, and science. Benefits have been found in primary schools; some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Provision of a range of initiatives to extend children’s experiences.</li> </ul> <p><a href="http://www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a></p>	4 & 5
Pastoral Care Manager to ensure that parents are made aware of expected levels of attendance when they fall below 90%. Any child below 95% attendance to be monitored.	<ul style="list-style-type: none"> <li>• National research illustrates that children with lower attendance do not perform as well as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</li> <li>• Children who are of an ongoing or increasing concern will be monitored and actions put in place to support their attendance, including support from relevant external agencies.</li> <li>• Providing free breakfast club for those children who persistently late to ensure that they get to school on time.</li> </ul>	4 & 5
Re-establishing the use of the library and introducing high quality texts.	<ul style="list-style-type: none"> <li>• The Reading Framework (July 2021) suggests children could be involved in returning books to a central library.</li> </ul>	1,2 & 3

	<ul style="list-style-type: none"> <li>Children will have access to good quality texts to read in class and books to take home to read.</li> </ul>	
All children are given the opportunity to participate in after school clubs which enhance and broaden the curriculum and their learning experiences.	<p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a> - Nuffield Foundation Research – the value of after school clubs for disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Taking part in after school clubs (subsidised by the school) is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</li> </ul>	4 & 5
Therapy Dog	<p><a href="https://www.bbc.co.uk/news/education-47655600">https://www.bbc.co.uk/news/education-47655600</a></p> <p>Numerous research studies have shown the benefits of therapy dogs in schools. Therapy dogs have been working in schools for the past 5 years across the UK, however, they have been commonplace in schools in the USA and Australia for many years.</p> <p>Evidence indicates that benefits include:</p> <p><b>Cognitive</b> – companionship with a dog stimulates memory, problem-solving and game-playing. Encouraging expression, participation, and shared attention.</p> <p><b>Social</b> – a dog provides a positive mutual topic for discussion, encourages responsibility, wellbeing, and focused interaction with others. Encouraging respect and thereby improving students’ relationships with each other, parents, and teachers.</p> <p><b>Emotional</b> – a school dog improves self-esteem, acceptance from others and lifts mood, often provoking laughter, and fun. Dogs can also teach compassion and respect for other living things as well as relieving anxiety. Improved behaviour, attendance and concentration, reduced stress, and improved self-esteem.</p> <p><b>Physical</b> – interaction with animals reduces blood pressure, provides tactile stimulation, gives motivation to move and stimulates the senses.</p> <p><b>Environmental</b> – a dog in a school increases the sense of a family environment, with all the above benefits continuing long after the school day is over.</p>	4 & 5

**Total budgeted cost: £204,240.00**

## 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 2023 to 2024 academic year.

Pupil Premium Target	Impact of Pupil Premium Funding	Next Steps
<p>Disadvantage pupils enjoy a broad curriculum enriched by life and learning experiences otherwise not available to them</p>	<p>The new curriculum has provided opportunities for pupils to build on their knowledge and develop life skills, interests and confidence beyond the classroom. These have included the YR6 Residential, seaside trip to Weston Super mare, Carding Mill Valley, Butterfly Farm, Black country Museum, West Midlands Safari Park, Dudley Zoo.</p> <p>Sports week included trips to Teenie Weenies, Ninja Warrior Park and a Sports day.</p> <p>Subsidised after school clubs to ensure pupils get to experience Art, dance and sports activities.</p> <p>These extra-curricular activities have enabled our pupils to develop their characters and have become more resilient and independent.</p>	<p>The school will continue to provide extra-curricular activities to all our disadvantaged pupils, and they continue to build and develop on these skills so that they can boost their self-esteem and confidence.</p>
<p>Disadvantaged pupils are better mentally prepared mentally and physically to engage in a rich and diverse curriculum</p>	<p>Free Breakfast club provided for pupils who came persistently late into school, which has improved their attendance are not on our school's persistent absence list anymore.</p> <p>Concentration in the classroom has improved for these pupils through the whole school's participation and engagement strategies.</p> <p>The school's therapy dog 'Lucca' is in training to support some our most vulnerable pupils, which has had a positive impact for pupils to support their well-being.</p>	<p>The Breakfast club will continue to run to support those pupils who are prone to be persistently late.</p> <p>The Pastoral Care Manager will continue to ensure attendance is close or above to National Average and will continue to work with families where attendance is of a concern.</p> <p>Continue to provide CPD to staff and monitor the teaching and learning strategies to ensure all pupils are engaging and participating in their learning.</p> <p>Lucca is now coming to the end of its training this year and will continue to support pupils socially and emotionally through a structured timetable for some of the pupils.</p>

<p>Raise phonics and reading attainment</p>	<p>Fluency books purchased for across the school including Guided Reading and whole class reading books. This has encouraged whole class participation and engagement in class reading lessons.</p> <p>Reception GLD attainment for the disadvantaged cohort – 75%, compared to national – 70.4%</p> <p>Disadvantaged cohort achieved the expected standard in Phonics, the school's gap to Non-Disadvantaged pupils nationally has improved by 0.5% from -17.2% in 2022/23, to -16.7% in 2023/24.</p> <p>The Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 1.7% from 65.0% in 2022/23, to 66.7% in 2023/24.</p>	<p>Continue to provide CPD to staff to promote reading across the curriculum.</p> <p>Key vocabulary to part shared in whole class teaching.</p> <p>Extra opportunities for reading built into other areas of the curriculum as well as accessing the school library.</p> <p>Continue with targeted phonics catch up interventions for pupils who require the extra catch up with their peers.</p>
<p>SEND pupils are not disadvantaged when accessing the curriculum</p>	<p>Children with SEND make good progress at St John's (tracked on SOLAR), but there are still areas to improve in overall attainment.</p> <p>The enhanced provision is now well resourced and has given opportunities for the SEND pupils to access their learning.</p> <p>External agencies including ED-Psyche, S&amp;L therapists, CAT Team, have regularly come into school to work with some of our SEND pupils to provide strategies to enable pupils to make progress.</p>	<p>The SENDCo will continue to work with the SEND staff to ensure classroom practice &amp; interventions are effective and having impact.</p> <p>The school will continue to work closely with the external agencies and sign-post pupils who need support swiftly and ensure that all safeguarding policies and procedures are followed and to ensure all staff where necessary are consulted on pupil concerns and well-being.</p> <p>Continue to develop the curriculum offer in the Enhanced Provision SENDCo to continue to support subject leaders with SEND provision.</p>
<p>Parents are better equipped to support their children academically and emotionally</p>	<p>Regular coffee mornings, parent's evenings and Inspire workshops have enabled parents to have a better understanding on how they can support their child at home academically.</p>	<p>Regular coffee mornings scheduled with a focus on teaching strategies on how parents can support their child/ren at home.</p>

	The Pastoral Care Manager worked closely with families where they needed support with their child/ren emotionally. Families feel supported and can seek advice at all times.	Continue with regular inspire workshops so parents can support pupils academically.
To improve outcomes for disadvantage pupils particularly boys.	Attainment data for KS2 was broadly in-line with or above National average in all areas. Boys are disproportionately affected by factors that may affect academic attainment, such as SEND needs, disadvantaged and attendance.	Strategies to support the learning of some of our disadvantaged boys through targeted support and strategies.

## Externally provided programmes

Programme	Provider
NELI	Nuffield Foundation Education Ltd
Little Wandle	Harper Collins
Walkthrus	John Catt Educational Ltd
No Nonsense Spelling	Babcock LDP Primary English Team
Jigsaw	Jigsaw
Forward Thinking Counselling Services	