

# Pupil premium strategy statement

## St John's C of E Academy

This statement details our school's use of pupil 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	442
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	01/10/24
Date on which it will be reviewed	01/09/25
Statement authorised by	Gez Rizzo
Pupil premium lead	Jane Godley
Governor / Trustee lead	Marzena Singh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£83,870

# Part A: Pupil premium strategy plan

## Statement of intent

At St. John's C of E Academy, we target the use of pupil premium funding to ensure that disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. However, common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no "one size fits all". Research has also suggested that pupil premium children have been worst affected by partial school closures and the attainment gap has widened as a result of national lockdowns.

### Our Context

- 16% pupil premium pupils is lower than the national average of 23%
- Our number of pupil premium children have been rising over previous years.
- IDACI Decile 6 indicates we are in the 50% least deprived areas.
- Year groups with the highest pupil premium numbers are current Year 5 and Year 6.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within the school and nationally.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning.
- ✓ Develop confidence in their ability to communicate effectively in a range of contexts.
- ✓ Access a wide a range of opportunities to develop their knowledge and understanding of the world.

### Achieving Our Objectives

- Provide all teachers with high quality professional development opportunities to ensure that pupils access quality first teaching.
- Provide targeted support and intervention to quickly address identified gaps in learning including the use of small group tuition.
- Target funding to ensure that all pupils can access to trips, residential visits and high-quality first-hand experiences.

- Provide opportunities for pupils to access enrichment activities including sport and music.
- Provide appropriate nurture and family support to enable to pupils to access learning within and beyond the classroom.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Key Principals

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils so that they can achieve their best possible outcomes and achieve their full potential.
- The school makes use of available evidence-based research from our own experience and that of the EEF when allocating funding to strive for maximum impact on pupils learning and outcomes.
- Achievement data is reviewed regularly and robustly to monitor the impact of interventions.
- Class teachers are aware of pupil premium pupils to enable them to assume responsibility for accelerating progress.
- Pupil premium funding is used to deal with a range of barriers. The strategies used will change and develop based on the needs of individuals.

## 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 discussion with stakeholders indicate that the Social, emotional and mental health of our disadvantaged pupils, and to a greater extent than other pupils, have been significantly impacted within the pandemic. This is particularly evident in our younger children. This has resulted in significant gaps in knowledge forming and falling further behind in age related expectations to their peers.
2	Assessments, observations and discussions indicate suggest that disadvantaged pupils generally have greater difficulties with phonics, early reading and writing. This impacts negatively on their outcomes and attainment. On entry to Reception class our disadvantaged pupils have more gaps in knowledge than their peers and a gap is already evident.
3	Assessments, observations and discussions indicate Speech, language and communication skills gaps amongst many disadvantaged pupils. These are

	evident from entry to the school in Reception and are more prevalent among our disadvantaged pupils than their peers.
4	Internal monitoring and assessments suggest that Attendance and punctuality of disadvantaged pupils is lower than their peers throughout school with a number of persistent absentees. This is ultimately creating gaps in knowledge resulting in attainment gaps
5	Monitoring, observations and discussions with families indicate that access to wider opportunities including educational visits and residential visits is an issue. Financial constraints for some result in a greater number of disadvantaged pupils not engaging in these activities that their peers. It has been noted that another reason for engagement in these activities is linked with social, emotional and mental health with pupils have the confidence to engage.

## 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
<i>Improved outcomes in Reading, Writing and Maths for disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>Achieve outcomes and progress in-line with or above national average for disadvantaged pupils</li> <li>Disadvantaged pupils are making 'good' progress from their starting points and narrowing the gap between their peers.</li> </ul>
<i>To achieve and sustain improved speech, language and communication for disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>Wellcomm assessments indicate significant progress in early language assessments.</li> </ul>
<i>Improve phonics outcomes for disadvantaged learners.</i>	<ul style="list-style-type: none"> <li>Disadvantaged pupils achieve at least national average of pupils passing the phonics screening check for disadvantaged pupils.</li> <li>Disadvantaged pupils are narrowing the gap in attainment with their peers.</li> </ul>
<i>To achieve and sustain a high level of attendance and punctuality for all pupils, particularly our disadvantaged pupils.</i>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall attendance rate for all pupils being 96% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>The attendance of disadvantaged pupils being above the national average.</li> <li>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.</li> </ul>
<i>Achieve and sustain high levels of pupil wellbeing with positive attitudes to learning.</i>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Disadvantaged pupils to receive 0 suspensions and a reduction in red behaviours.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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## 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: £16,774

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff professional development, observations and wider opportunities – SNMAT CPD Offer</i> <i>Internal staff professional development and coaching</i> <i>Subject Lead Networks</i> <i>External CPD Opportunities as Identified</i> <i>NCETM Mastering Number KS1</i>	<p>Internal data, observations and external assessments support the need for whole school professional development of writing.</p> <p>Effective leadership will support the quality of learning taking place.</p> <p>Best practice from network meetings is shared and supported by staff.</p> <p>Rosenshine's Principles in Action</p>	1,2,3,4
<i>Embedding a Systematic Phonics Programme professional development and resources – FFT Phonics Programme</i> <i>(Additional training for new members of staff and KS2 teachers and TAs)</i>	<p>EEF phonics impact +5 months. High quality phonics delivery will allow children to become readers.</p> <p>Reading books will align with their phonics learning.</p>	2
<i>Leadership Release time to support raising</i>	<p>The EEF guidance paper for Effective Professional Development (2021) states that PD should be support staff with building new</p>	

<i>attainment for disadvantaged pupils</i>	knowledge, motivate them, develop techniques and ensure they embed this practice. Great Teaching Evidence Review – June 2020 ‘Activating Hard Thinking’ and the principles of learning – Structuring, Explaining, Questioning, Interacting, Embedding and Activating.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £34,387

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Intervention and Tutoring provided by Targeted Intervention Teacher and Accelerated Specific Support Teacher (Aut)</i></p> <p><i>Pre and post teach intervention.</i></p> <p><i>SEND Bsquared precision teaching intervention</i></p> <p><i>Phonics 1:1 intervention</i></p>	<p>Pupils make accelerated progress. Knowledge gaps are quickly assessed and identified before being filled. EEF small group tuition +4 months</p>	2
<p><i>Wellcomm Early Language Intervention to support language development</i></p>	<p>EEF communication and language support +6 months. Communication and language developments will support spoken vocabulary and interactions. Identified area for development</p>	3
<p><i>SENCO targeted intervention support</i></p>	<p>Targeted referrals to utilise outside agency support. Provision of quality assurance and teaching and learning for SEND pupils.</p> <p>Large number of disadvantaged pupils are recorded as having SEND.</p>	1,2,3
<p><i>Times table Rockstars Additional intervention</i></p>	<p>School based case study demonstrates rapid progression in knowledge of multiplication and division.</p>	2
<p><i>Reading Plus 3 times per week intervention for key stage 2 pupils and additional support for disadvantaged pupils.</i></p>	<p>EEF reading comprehension strategies +6 months Case studies provided have seen a positive impact from the intervention. Case study within our school demonstrated a positive impact</p>	2

	for word reading speed, vocabulary and comprehension.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer ½ day a week to analyse attendance, contact and support low attenders.</i>	Removal of attendance barriers has a big impact on pupils learning and development. Parental engagement supported within this role.	4
<i>ELSA Worker for pastoral care and family support.</i>	EeF parental support +3 months to support the engagement of families in learning. Social and emotional learning EEF +4 months. Utilising programmes of support to develop SEMH for pupils	1
<i>Lunchtime sports coach to provide high quality games and activities and encourage disadvantaged pupil participation</i>	High quality lunchtime provision will have a positive impact on behaviour. Reduced red behaviours will result in children having greater focus on their education after a lunch break.	5
<i>Free / Subsidised breakfast club, wraparound care, uniform and equipment.</i>	All pupils have a settled start to the school morning. Wide educational support provided during wraparound. Pupils do not start the day hungry	1,5
<i>Wider Curriculum Opportunities including music and sport. Residential visits Y6, Y5. Worksop Town Sports Club after school provision Piano lessons scholarship</i>	Pupils are able to enhance their cultural capital and build on learning within the school environment.	5

**Total budgeted cost: £ 83,870**

## Part B: Review of outcomes in the previous academic year

### 2023-2024 Review of Outcomes

Intended Outcome	Review
Improved outcomes in Reading, Writing and Maths for disadvantaged pupils.	<p>We have monitored and analysed the performance of disadvantaged pupils within the academic year 2023/24 using performance data, assessments results, internal data and observations.</p> <p>Key Stage 2 – There were 7 pupils identified as pupil premium in this cohort. Data and individual assessments indicate that outcomes for disadvantaged pupils achieving the expected standard or above were strong. However, there remains an attainment gap between disadvantaged pupils and their peers in Reading and Writing.</p> <p>In Reading, 71% of disadvantaged pupils achieved age related expectations or above. This is above the national average but was 17% less than their peers in the school. However, the progress measure for disadvantaged pupils indicates a narrowing of the gap in attainment.</p> <p>In Writing, 57% of disadvantaged pupils achieved age related expectations or above. This is in line with the national average but was 24% less than their peers in the school. However, the progress measure for disadvantaged pupils indicates a narrowing of the gap in attainment.</p> <p>In Maths, 57.1% of disadvantaged pupils achieved age related expectations or above. This is in line with the national average but was 32% less than their peers in school. The progress measure for disadvantaged pupils indicates a narrowing of the gap in attainment.</p> <p>Key Stage 1 - There were 8 pupils identified as pupil premium in this cohort. Data and individual assessments indicate that outcomes for disadvantaged pupils are low. These were low on entry to the school. A number of children in this cohort identified as disadvantaged are also identified as having a special educational need.</p>

	<p>In Reading, 25% of disadvantaged pupils achieved age related expectations or above. This is 39% less than their peers in the school. Assessments indicate that the attainment gap for individuals is narrowing.</p> <p>In Writing, 25% of disadvantaged pupils achieved age related expectations or above. This was 39% less than their peers in the school. Assessments indicate that further development is required to narrow the gap for disadvantaged pupils in writing.</p> <p>In Maths, 37% of disadvantaged pupils achieved age related expectations or above. This is 35% less than their peers in the school.</p> <p>Early Years – There were 4 pupils identified as pupil premium in this cohort. Data and individual assessments indicate that outcomes for disadvantaged pupils on entry to school in Reception are low compared to their peers. 50% of disadvantaged pupils achieved a ‘good level of development’ This was above the national average but 23% less than their peers in school.</p>
<p>To achieve and sustain improved speech, language and communication for disadvantaged pupils.</p>	<p>Wellcomm early language support assessments and observations indicate disadvantaged pupils entering the school in Reception at a lower level than age related expectations and their peers. Early language interventions have tracked good progress in speech and language and narrowing the gap.</p>
<p>Improve phonics outcomes for disadvantaged learners.</p>	<p>Year 1 -There were 5 children identified as disadvantaged in this cohort. Assessments indicate that 40% of disadvantaged pupils passed the phonics screening check and this was lower than their peers. Data and individual assessments indicate that pupils on entry to the school and low compared to their peers. The barrier of phonics is impacting on the early reading of our younger children in school.</p> <p>Year 2 – There were 4 children identified as disadvantaged in this cohort. Assessments indicate 25% passed the re-take of the phonics screening check. This is a barrier to early reading.</p>

<p>To achieve and sustain a high level of attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils was 92% this academic year. This is in line with the national average. Tracking indicates that this is the case in all year groups. However, attendance of disadvantaged pupils remains lower than their school peers by 4%. This is a similar picture with punctuality.</p>
<p>Achieve and sustain high levels of pupil wellbeing with positive attitudes to learning.</p>	<p>Tracking and monitoring of behaviour indicates that the majority of disadvantaged pupils have good behaviour. However, observations and monitoring indicate that disadvantaged pupils within the school are struggling with other aspects of their wellbeing. There are disadvantaged individuals that have significant social, emotional or mental health needs. Early identification and interventions continue to take place to support these needs.</p>