

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	St John's C of E Academy
Number of pupils in school	455
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	1/10/23
Date on which it will be reviewed	1/9/24
Statement authorised by	Gez Rizzo
Pupil premium lead	Kevin Houghton
Governor / Trustee lead	Marzena Singh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,300
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97305

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

- 14% 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 4 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 are able to 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 that 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"> Achieve outcomes and progress in-line with or above national average for disadvantaged pupils Disadvantaged pupils are making 'good' progress from their starting points and narrowing the gap between their peers.
<i>To achieve and sustain improved speech, language and communication for disadvantaged pupils.</i>	<ul style="list-style-type: none"> 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. Wellcomm assessments indicate significant progress in early language assessments.
Improve phonics outcomes for disadvantaged learners.	<ul style="list-style-type: none"> Disadvantaged pupils achieve at least national average of pupils passing the phonics screening check for disadvantaged pupils. Disadvantaged pupils are narrowing the gap in attainment with their peers.
To achieve and sustain a high level of attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> 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. The attendance of disadvantaged pupils being above the national average. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being inline with their peers.
Achieve and sustain high levels of pupil wellbeing with	Sustained high levels of wellbeing from 2023/24 demonstrated by:

positive attitudes to learning.	<ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• Disadvantaged pupils to receive 0 suspensions and a reduction in red behaviours.• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £ 16,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Take 5 emotional wellbeing training / Managing challenging behaviour training. Supporting staff with knowledge to develop pupil wellbeing and manage behaviours</i>	EEF social and emotional wellbeing +4 months. Reduction of poor behaviour. Reduction of exclusions. Improved SEMH for pupils.	1
<i>Staff professional development, observations and wider opportunities – ‘The Write Stuff writing professional development training’ -National professional qualifications -Attendance toolkits network -Internal staff professional development and coaching</i>	Internal data, observations and external assessments support the need for whole school professional development of writing. Effective leadership will support the quality of learning taking place. Best practice from attendance network meetings is shared and supported by staff. Rosenshine’s Principles in Action	1,2,3,4
<i>Embedding a Systematic Phonics Programme professional development and resources – FFT Phonics Programme</i>	EEF phonics impact +5 months. High quality phonics delivery will allow children to become readers. Reading books will align with their phonics learning.	2
<i>Leadership Release time to support raising</i>	The EEF guidance paper for Effective Professional Development (2021) states that PD should be support staff with building	1,2,3

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

Budgeted cost: £ 38,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching Assistant led after school intervention support and group support</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><i>HLTA focus children for support and raising attainment.</i></p>	<p>Pupils make accelerated progress.</p> <p>Knowledge gaps are quickly assessed and identified before being filled.</p> <p>EEF small group tuition +4 months</p>	2
<i>School Based Tutoring Programme</i>	<p>EEF small group tuition +4 months</p> <p>Pupils identified based on gaps in knowledge, narrowing the attainment gap and ensuring good progress from starting points.</p>	2
<i>Wellcomm Early Language Intervention to support language development</i>	<p>EEF communication and language support +6 months.</p> <p>Communication and language developments will support spoken vocabulary and interactions.</p> <p>Identified area for development</p>	3
<i>SENCO targeted intervention support</i>	<p>Targeted referrals to utilise outside agency support.</p> <p>Provision of quality assurance and teaching and learning for SEND pupils.</p>	1,2,3

	Large number of disadvantaged pupils are recorded as having SEND.	
<i>Times table Rockstars Additional intervention</i>	School based case study demonstrates rapid progression in knowledge of multiplication and division.	2
<i>Reading Plus 3 times per week intervention for key stage 2 pupils and additional support for disadvantaged pupils.</i>	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 for word reading speed, vocabulary and comprehension.	2

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

Budgeted cost: £ 29,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>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>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.	1,5
<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.	5

<p><i>Wider Curriculum Opportunities including music and sport.</i></p> <p><i>Residential visits Y6, Y5.</i></p> <p><i>Worksop Town Sports Club after school provision</i></p> <p><i>Piano lessons scholarship</i></p>	<p>Pupils are able to enhance their cultural capital and build on learning within the school environment.</p>	<p>5</p>
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Total budgeted cost: £ 97,305

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 2021 to 2022 academic year.

2021 / 22 Review of Outcomes

Reading, Writing and Maths

It has been identified that Pupil premium children have been the most heavily impacted due to the disruption of Covid. As a school, we are committed to narrowing this gap that has been created by the pandemic.

A significant amount of online tutoring, school led tutoring and intervention has taken place to support the narrowing of the gap.

Times table check – 3/5 (60%) pupil premium children achieved 20+ marks on the Y4 multiplication check.

KS2 assessment outcomes for pupil premium pupils achieving the expected standard+

Reading 25% (4/16)

Writing 31% (5/16)

Maths 31% (5/16)

Combined 19% (3/16)

KS1 assessment outcomes for pupil premium pupils achieving the expected standard+

Reading 40%% (2/5)

Writing 20%% (1/5)

Maths 40% (2/5)

Combined 20% (1/5)

FS2 assessment outcomes for pupil premium pupils achieving a good level of development.

Good level of development 17% (1/6).

Phonics

There remains a gap between pupil premium and pupil premium children passing the phonics screening test. Tracking has shown the narrowing of the gap in phonics and the progress being made in this area.

Attendance

Attendance for Pupil premium children rose from 88% (2019/20) to 90% (2021/22) after still being heavily impacted by covid illness.

Attitudes to learning

An identified ELSA within the school has appropriately supported the emotional wellbeing of identified pupils. Take 5 breathing exercises have been integrated into timetables across the school. An increase to dedicated SENCO time has allowed early identification and intervention of needs that could lead to escalating behaviour. The impact of this is a reduction in the number of pupils receiving suspensions and the number of days suspended. There have also not been repeat suspensions. The number of red behaviours across school has decreased also.

2022/23 Review of Outcomes

Intended outcome	Review
<i>Improved outcomes in Reading, Writing and maths for disadvantaged pupils.</i>	<p>We have monitored and analysed the performance of disadvantaged pupils within the academic year 2022/23 using performance data, assessments results, internal data and observations.</p> <p>Key Stage 2 – There were 12 pupils identified as pupil premium in this cohort.</p> <p>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, 75% of disadvantaged pupils achieved age related expectations or above. This is above the national average but was 12% less than their peers in the school. However, the progress measure for disadvantaged pupils was +4.5 indicating a narrowing of the gap in attainment.</p>

	<p>In Writing, 83% of disadvantaged pupils achieved age related expectations or above. This is above the national average but was 6% less than their peers in the school. However, the progress measure for disadvantaged pupils was +1.5 indicating a narrowing of the gap in attainment.</p> <p>In Maths, 100% of disadvantaged pupils achieved age related expectations or above. This is above the national average. The progress measure for disadvantaged pupils was +5.6 indicating a narrowing of the gap in attainment.</p> <p>Key Stage 1 - There were 8 pupils identified as pupil premium in this cohort.</p> <p>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, 50% of disadvantaged pupils achieved age related expectations or above. This is 25% 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 34% 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, 63% of disadvantaged pupils achieved age related expectations or above. This is 14% less than their peers in the school.</p> <p>Early Years – There were 5 pupils identified as pupils premium in this cohort.</p> <p>Data and individual assessments indicate that outcomes for disadvantaged pupils on entry to school in Reception are low compared to their peers.</p> <p>40% of disadvantaged pupils achieved a ‘good level of development’ This was 25% less than their peers in school and less than the national average.</p>
<p><i>To achieve and sustain improved speech, language and communication for disadvantaged pupils.</i></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.</p> <p>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 7 children identified as disadvantaged in this cohort.</p> <p>Assessments indicate that 43% 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</p>

	<p>peers. The barrier of phonics is impacting on the early reading of our younger children in school.</p> <p>Year 2 – There were 5 children identified as disadvantaged in this cohort.</p> <p>Assessments indicate 20% passed the re-take of the phonics screening check. This is a barrier to early reading.</p>
To achieve and sustain a high level of attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Attendance for disadvantaged pupils was 92% this academic year. This is above national average. Tracking indicates that this is the case in all year groups except for Years 3 and 4. However, attendance of disadvantaged pupils remains lower than their school peers by 3%.</p> <p>This is a similar picture with punctuality</p>
Achieve and sustain high levels of pupil wellbeing with positive attitudes to learning.	<p>Tracking and monitoring of behaviour indicates that the majority of disadvantaged pupils have good behaviour. However, observations and monitoring indicates 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 continues to take place to support these needs.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	https://trockstars.com/
Spelling Shed	https://www.spellingshed.com/en-gb/
The Write Stuff	https://www.janeconsidine.com/jane-considine-TWS-online-training
White Rose Maths	https://whiterosemaths.com/
Purple Mash	https://www.purplemash.com/sch/StJohnsS81
Reading Plus	https://student.readingplus.com/seereader/api/sec/login