

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 CE Primary Academy
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Matthew Seex
Pupil premium lead	Dan Carlile
Governor / Trustee lead	Michael Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,215.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Funding	£10,585
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	£116,800

Part A: Pupil premium strategy plan

Statement of intent

At St John's C of E Academy, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG). Our school is set in a Local Authority which is one of the top 20% areas of deprivation in the country with 18,495 children living in low income families. Some of our catchment area children live in the most deprived areas. There is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers. We are committed to ensuring that the ongoing impact of the pandemic on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

Our main objectives are:

- To provide additional educational support to raise the achievement of pupils in receipt of the grant
- To narrow the gap between the educational achievement of these pupils and their peers.
- Develop all children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

There may be a variety of approaches to provide additional support, whether this be academic or social and emotional.

Within this approach, we will identify, through data analysis and staff, pupil and parent feedback the needs and challenges faced by our disadvantaged pupils and will plan approaches which are evidence-based to complement the identified issues. We will adopt a whole school approach whereby all staff take responsibility for the outcomes of disadvantaged pupils. CPD will be provided for all teaching and Support Staff through the National College, to improve the provision for SEND, behaviour strategies, scaffolding and more.

Our strategy is also integral to the wider school plans for educational recovery, particularly as a result of the ongoing impact due to the pandemic, through its targeted support through the recovery grant for pupils whose education has been worst affected, including non- disadvantaged pupils.

St John's C of E Academy will be using a tiered approach to meet these objectives. Money will be invested into each tier:

- Tier 1: Teaching and whole school strategies (for example, professional development, recruitment and retention, Support for early career teachers.)
- Tier 2: Targeted academic support (for example, structured interventions, small group tuition and one to one support)
- Tier 3: Wider strategies (For example, behaviour approaches, parental engagement, improving attendance)

Our overall strategy will be informed primarily by recent school data about the group of children in receipt of the funding but also by research to ensure that the funding is purposefully and effectively spent. Within this approach, we will identify, through data analysis and staff, pupil and parent feedback, the needs and challenges faced by our disadvantaged pupils and will plan approaches which are evidence-based to address the identified issues. We will adopt a whole school approach whereby all staff take responsibility for the outcomes of disadvantaged pupils. Effective CPD will be provided to improve the provision for SEND, behaviour strategies, scaffolding and more.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.
2	Pupils are less likely to experience high quality oral interactions in their families, which can lead to a lack of development and support for oral language and acquisition from a young age. Baseline data, assessments and observations identify a gap in pupils' speech, language and communication skills which will, in turn, impact on their attainment in Literacy skills.
3	Emotional readiness to learn. Children from disadvantaged backgrounds may need additional teaching of strategies to ensure they are ready to learn. This might link to mental health and wellbeing of the child.
4	Assessments identify that disadvantaged pupils in Key Stage 1 have lower attainment levels in writing, maths and reading - including phonics.
5	Assessments identify that disadvantaged pupils in Key Stage 2 have lower attainment levels in writing, maths and reading – including phonics.
6	Pupils are less likely to experience enrichment due to low income families, limited community engagement and lack of positive role models.

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>Improve speech, language and communication skills.</p>	<p>Assessments and observations through WellComm indicate significantly improved speech, language and communication skills. This should also be evident in assessment of literacy skills through whole school monitoring of book trawls, learning walks and pupil progress meetings.</p> <p>The percentage gap of pupil premium vs non-pupil premium pupils meeting age-related standards of speech, language and communication skills (green) will close.</p>
<p>Close the gap between PPG and non PPG reading data</p>	<p>Gap between PPG children and non PPG children to close to at least pre covid levels in 2023 and continue to diminish thereafter.</p> <p>All children to receive daily phonics/guided reading sessions.</p> <p>Weekly rewards in place for reading in each class.</p> <p>Reading books supplied are high quality and changed weekly.</p> <p>Daily Opportunities to apply phonics in reading in EYFS.</p> <p>Guided reading sessions to teach comprehension strategies according to school policy</p> <p>Effective assessment of reading difficulties allows for planning to be adapted and interventions planned.</p> <p>Parent workshops provided to support parents at home.</p> <p>Weekly 1:1 reading sessions to be provided for PPG children to access good quality reading support.</p> <p>Parent workshops to teach parents on how they can best support their child with reading at home.</p>
<p>Close the gap between PPG and non PPG writing data.</p>	<p>Gap between PPG children and non PPG children to close to at least pre covid levels by 2025 and continue to diminish thereafter. Opportunities to write are evident in EYFS within the environment.</p> <p>Books demonstrate a writing sequence which develops over time.</p>

	<p>Pupils are supported with opportunities to orally rehearse their sentences.</p> <p>Teachers and TAs are effectively trained in modelled writing.</p> <p>Pupils are supported with working walls, ICT and table top resources.</p> <p>Effective feedback allows children the opportunity to return to work and edit and improve.</p> <p>Children to make good progress through writing interventions available to them.</p>
<p>Improve reading attainment for pupil premium children.</p>	<p>EYFS data to show an improvement in disadvantaged pupils achieving expected levels of attainment in word reading from baseline to end of year outcomes.</p> <p>KS1 phonics screening outcomes show an increase in percentage of pupil premium pupils achieving the required pass mark.</p> <p>The percentage gap of pupil premium vs non-pupil premium pupils achieving the pass mark for the screening will close.</p> <p>KS1 and KS2 reading assessments show an increase in outcomes for disadvantaged pupils.</p> <p>There is complete fidelity to a phonics scheme across school.</p>
<p>To provide targeted provision for all pupils with SEND, particularly our disadvantaged pupils.</p>	<p>All SEND pupils to have identified targets to support progress and attainment.</p> <p>Provision map shows effective use of evidence-based interventions across the school (e.g. Rapid interventions).</p> <p>Monitoring including learning walks, booktrawls and pupil progress meetings identify 'good' quality first teaching across the school which meet the needs of all learners, especially those who are SEND and pupil premium.</p>

<p>To raise pupil aspirations by increasing life experiences and opportunities for all pupils, particularly for those who are disadvantaged.</p>	<p>Pupils will receive at least 1 term of weekly swimming lessons during their school life.</p> <p>Pupils will have the opportunity to attend at least one residential visit during their school life and the attendance of pupil premium children is in line with non-pupil premium children.</p> <p>Pupils will have the opportunity to experience one educational visit/experience per term and the attendance of pupil premium children is inline with non-pupil premium children.</p> <p>Disadvantaged pupils with additional roles and responsibilities in school (including school council, worship team, safeguarding squad) is in line with non- disadvantaged pupils.</p> <p>Pupils who are disadvantaged due to low income are able to attend or experience extra-curricular activities and events in line with their peers.</p> <p>Pupils are able to access wrap around care to ensure availability of appropriate nutrition. Breakfast provision is provided to all children to ensure healthy starts.</p> <p>Pupils make a positive contribution to the community.</p>
<p>Fidelity to the LittleWandle phonics programme shows an increase in PP pupils passing the Phonics Screening Test in Y1.</p>	<p>Yearly increase in the PP Y1 pass rate with pupils achieving well above national expectations.</p>
<p>Children are able to interact orally with high quality interactions from an early age</p>	<p>Impact of language intervention demonstrates improvements from baseline assessment. Talk Boost interventions to be used in KS1 and KS2.</p> <p>Pupils are in line with their peers in developing early language and speech skills</p> <p>Teachers and Tas are trained to ensure they model and develop pupils' oral language skills and vocabulary development. Children to be using the vocabulary planned into the curriculum. Subject leaders have developed vocabulary progression throughout the key stages.</p> <p>Children are supported in articulation of ideas until they can do this independently</p>
<p>All Children engaged in learning and emotionally ready to learn</p>	<p>Evidence from lesson observations shows all children are engaged and making progress.</p> <p>Lesson observations demonstrate use of Rosenshines' principles and retrieval practice models to support access to learning.</p> <p>Children understand how to regulate their emotions, leading to fewer behavioural incidents</p> <p>Calm brain is used to support children at key points during the day.</p>

<p>Improve maths attainment for pupil premium children.</p>	<p>Gap between PPG children and non PPG children to close to at least pre covid levels by 2024 and continue to diminish thereafter. Opportunities to apply maths are evident in EYFS within the environment and in books across the school.</p> <p>Books demonstrate a mathematical learning process sequence which develops over time and includes fluency, problem solving and reasoning.</p> <p>Pupils are supported with opportunities to orally rehearse their key number skills / facts.</p> <p>Teachers and TAs are effectively trained in maths teaching.</p> <p>Pupils are supported with working walls, ICT and tabletop resources.</p> <p>Effective feedback allows children the opportunity to return to work and edit and improve.</p> <p>Children to make good progress through maths interventions available to them.</p> <p>White rose maths scheme is used effectively across the school.</p> <p>Early number is a key focus in EYFS using number blocks to support this.</p>
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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: £ 50,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
Permanent 1:1 for SEND PP child £5,333	Teaching Assistants providing targeted interventions can provide a large positive impact on learners progress and attainment. Providing small group and 1:1 intervention can improve progress and attainment Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	4,5,6
Additional TA and training to support interventions £15,000	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1-6
Little Wandle CPD and license £1250	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme and resources to secure stronger phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1, 4

teaching for all pupils. Little Wandle £4000	Phonics Toolkit Strand EducationEndowment Foundation EEF	
Effective ECT induction leading to good or better outcomes in the class £100 release for mentor each week – half day x 39: £3900	Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	Challenge 1, 2, 4,5 and 6
CPD for all staff on key curriculum developments. £15,600	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effectiveprofessional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence-reviews/teacher-professional-development-characteristics	All
Release time to allow teachers to observe good practice in and beyond our school. Focus on maths and writing and phonics. £200 per week x 20 weeks (every other week) £4000	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effectiveprofessional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence-reviews/teacher-professional-development-characteristics	All
Texts to support teaching of high-quality English and books for the library. Library system. Digital reading records £1000		

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

Budgeted cost: £46,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release of SENDCo £12,400</p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. It enables teachers to have higher quality interactions with pupils and provide them with higher quality and quantity of feedback.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5, 6</p>
<p>Early Talk Boost and TA hours £1500</p>	<p>Early language and literacy interventions are shown to have a positive impact on closing the gap. The cost here includes training and release time to be able to deliver the interventions.</p> <p>tb-data-statements-0311.pdf (speechandlanguage.org.uk) Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 2</p>
<p>Leadership development through subject networks, release time and working with specialists c£14,400 for cost of supply</p>	<p>Release time to work with leaders and access courses/CPD around developing strong curriculum provision with a focus on quality-first teaching.</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for Quality First Teaching (QFT). Hence the importance of developing the teaching strategies suggested in the EEF report to enable staff to respond to the needs of their SEND pupils (flexible grouping, cognitive and metacognitive strategies and explicit instruction).</p> <p>Please refer to recommendation 3 in EEF report:</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4 and 5</p>

<p>Assessment of children to ensure accurate data is in place for all children including those with SEND allowing for bespoke interventions</p> <p>Leading to Bespoke Interventions and pre and post teaching activities.</p> <p>£7890</p>	<p>Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	<p>2,4,5,6</p>
<p>NTS assessments with Rising star interventions (SHINE)</p> <p>NTS = £1818</p> <p>SHINE = £720</p> <p>(Total £2538)</p>	<p>Standardised score to monitor progress, allows teachers to further plan specific and precise interventions. Small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>4,5,6</p>
<p>Technology investments including Timetable rockstars, spelling shed, literacy shed, LEXIA, mymaths (may vary year-on-year depending on needs of school)</p> <p>£3470</p>	<p>Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information and will have a positive impact on learning. More information in the following document:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technology</p>	<p>3,4,5,6</p>
<p>To analyse summative assessment data and identify the</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/teaching-assistants</p>	<p>4,5,6</p>

<p>children who require catch up and more targeted intervention. Closely monitored by SLT. Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions.</p> <p>Effective deployment of staff and Teaching Assistants to support key children and year groups.</p> <p>Teaching Assistant timetable re-evaluated to deliver intervention.</p> <p>c£4,000</p>	<p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months progress’</p> <p>Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 19,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Educational subsidised visits and visitors</p> <p>£3000</p>	<p>EEF’s toolkit reports +2months benefit from both arts and sports participation.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Many pupils do not have access to activities which promote cultural capital.</p>	<p>2, 3 , 4 , 5, 6</p>

<p>Family support worker to support attendance of children £9,500</p>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</p>	
<p>Free breakfast provision for all children (bagels) NSBP subsidised. £19 per week - £722 + £500 set up (toasters etc) = £1222</p>	<p>The evaluation found that offering schools support to establish a free, universal breakfast provision boosted attainment in reading, writing and maths at Key Stage 1 (Year 2) by two additional months' progress over one year, compared with a control group whose schools were not given support to offer breakfast. The evaluators reported that the pupils' behaviour and attendance improved too. The impact on educational attainment reported for Year 6 pupils over a year was slightly smaller, but close to KS1 in terms of additional progress made in English and maths, the evaluators found.</p>	<p>3, 4,5,6</p>
<p>Trips and residentials £100 per child per annum x 82 children £8200 Plus subsidized residentials - £200x20 = £4000</p>	<p>Enriching education has intrinsic benefits. We think allchildren, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment.</p>	<p>4,5,6</p>
<p>Calm brain £500</p>	<p>SEL interventions in education are shown to improveSEL skills and are therefore like to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation.</p>	<p>3,4,5,6</p>

<p>Wellbeing pupil 2 hours per week @£15 per hour £1,170</p>	<p>Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning</p> <ul style="list-style-type: none"> • Sensory circuits • TACPAC 	<p>All</p>
<p>Team Teach De-escalation training £600</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore like to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5,6</p>

Total budgeted cost: £ 116,273

Review of the previous academic year

Outcomes for disadvantaged children (summer 22/23 data)

Key

GDS = greater depth (above expected standard)

EXS= expected standard

WTS = working towards the expected standard

B = below the expected standard

WB = well below the expected standard

Year 6 Writing – 50% EXP - 17% WTS - 17% B - 17% WB

Year 6 Reading – 8% GDS - 33% EXP - 25% B - 25% WB

Year 6 Maths – 8% GDS – 50% EXP – 17% WTS – 8% B – 17% WB

Year 5 Writing – 19% GDS – 38% EXP – 25% WTS – 13% B – 6% WB

Year 5 Reading – 25% GDS – 31% EXP – 25% WTS – 13% B – 6% WB

Year 5 Maths – 31% GDS – 25% EXS – 25% WTS – 13% B – 6% WB

Year 4 Writing - 13% GDS – 38% EXP – 13% WTS – 25% B – 13% WB

Year 4 Reading - 13% GDS – 38% EXP – 25% WTS – 13% B – 13% WB

Year 4 Maths - 63% EXP – 13% WTS – 25% WB

Year 3 Writing – 10% GDS – 30% EXP – 50% WTS – 10% B

Year 3 Reading – 10% GDS – 30% EXP – 40% WTS – 20% B

Year 3 Maths – 10% GDS – 40% EXS – 30% WTS – 20% B

Year 2 Writing – 52% EXP – 20% WTS – 20% B – 8% WB

Year 2 Reading – 13% GDS – 60% EXP – 7% WTS – 13% B – 7% WB

Year 2 Maths – 6% GDS – 56% EXP – 25% WTS – 13% B

Year 1 Writing – 73% EXP – 18% WTS – 9% B

Year 1 Reading – 73% EXP – 18% WTS – 9% B

Year 1 Maths – GDS 9% - 73% EXP – 9% WTS – 9% B

Rec Maths Number – 57% EXP - 29% WTS – 14% B

Rec Maths Number Patterns – 57% EXP - 29% WTS – 14% B

Rec Writing – 57% EXP – 14% WTS – 29% B

Rec Word Reading – 57% EXP – 43% B

Rec Comprehension – 86% EXP – 14% WTS

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
TT Rockstars	Maths Circle
Shine interventions	Rising Stars
NTS	Rising stars
Little Wandle	Little Wandle letters and sounds

