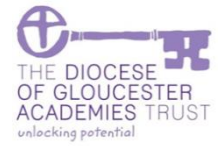




**St John's Church of England
Academy**



Belonging Believing Becoming

**St John's Church of
England Academy
Pupil Premium Strategy
Statement
2023**

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 Church of England Academy
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan Year 1 - 2021/2022 Year 2 – 2022/2023 Year 3 - 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Joanne Peaper Headteacher
Pupil premium lead	Mrs Rebecca Smith Deputy Headteacher
Governor / Trustee lead	Mrs Nicky Wadley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 74,265.00
Recovery premium funding allocation this academic year	£ 4,448.00
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.	£ 78,713

Part A: Pupil premium strategy plan

Statement of intent

At St John's Church of England Academy, we have high expectations for all children in our care and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their potential.

We have high aspirations and ambitions for our children and believe that no child should be left behind. We support all pupils by providing high quality teaching supplemented by targeted interventions to support disadvantaged learners as and when required. Strong leadership, thorough data analysis and in-depth conversations enable us to identify and target areas that are preventing children from achieving in line with their non-disadvantaged peers and ensure that Pupil Premium funding is allocated effectively.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long term strategy aligned to the School development Plan. This enables us to implement a blend of short, medium and long term interventions and align Pupil Premium use with wider school improvements and improving our children's' readiness to learn.

The key principles of our strategy plan are to close the gap between Pupil Premium and non-Pupil Premium children with high quality teaching and learning, to develop and strengthen the well-being and resilience of children and to address non-academic barriers to attainment such as attendance, behaviour and emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	Typically children enter St John's with starting points that are below the national expectations
2	Assessments indicate that Reading, Writing and Maths among disadvantaged pupils is significantly below that of non-disadvantaged pupils
3	Disadvantaged pupils are behind with phonic knowledge which then impacts on ability to progress with reading and writing and the wider curriculum.
4	Some pupils join St Johns with poor speech and language development which has affected their communication and language skills. Disadvantaged children have underdeveloped vocabulary and oral skills. This impacts on all curriculum areas eg. – mathematical talk, scientific language.

5	<p>Our attendance data for the academic year 2022 – 2023 indicates that attendance among disadvantaged pupils was 4.75% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
7	<p>Monitoring well-being of pupils and families have identified socio-economic needs and emotional issues for many pupils which has been compounded by the current cost of living crisis.</p> <p>Some pupil premium children are more likely to need pastoral support and can struggle emotionally which is impacting upon their ability to achieve academically.</p>

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
The difference between PP pupils and Non-PP pupils is narrowed for Phonics Screening Check, KS1 & KS2 SATS outcomes	<p>Pupil progress meetings will show children making accelerated progress to narrow the gap.</p> <p>Progress will be visible in book looks, lesson dips and assessments.</p> <p>KS1 and KS2 reading outcomes show that the difference is diminishing between the attainment and progress of disadvantaged pupils.</p> <p>KS1 and KS2 maths outcomes show that the difference is diminishing between the attainment and progress of disadvantaged pupils.</p>
Improved phonic attainment at Key Stage 1 among disadvantaged pupils.	The gap in phonics attainment between disadvantaged pupils and other pupils will diminish and be below the national gap (2023: - 12%).
Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when

among disadvantaged pupils.	triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessment.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Pupils are able to self-regulate and significant incidents of poor behaviour are rare and are dealt with in a consistent and fair manner. • Pupils that experience challenges are supported to develop skills that help them make positive choices. • Implementation of Zones of Regulation across the school • GHLL Mental Health Award obtained. • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>High attendance demonstrated by:</p> <ul style="list-style-type: none"> • Attendance figure continues to maintain its improvement to meet and exceed the national figure of 96%. • the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced (currently 4.75%) • The percentage of all pupils who are persistently absent and late is reduced and the gap is closed between disadvantaged pupils and non-disadvantaged pupils.

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.

Section 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8232.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.a Quality First Teaching. Continuous Professional Development and learning delivered to all staff in approaches to the teaching of Phonics, Reading, Writing, Science, Mastery Maths as well as enhancing teachers knowledge and understanding through the ECT and NPQ courses and obtaining Primary Science Quality Mark	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> • Early Numeracy Approaches = +6 months • Early Literacy Approaches = +4 months • Communication and Language Approaches = +6 months 	1, 2, 3
1.b Embedding of a ELS Phonics Programme DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
1.c Enhancement of our mastery maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund release time for maths Leaders and class teachers to attend GLOW Maths Mastery and CANDo CPD in order to embed key	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1, 2, 3

elements of practice of the 5 BIG Ideas.	Improving Mathematics in Key Stages 2 and 3	
<p>1.d Improve the quality of social, emotional and Mental Health (SEMH) teaching and support to pupils.</p> <p>SEL approaches will be embedded into routine educational practices; supported by the purchase of resources and professional development and training for staff.</p> <p>Zones of Regulation training for member of staff cascaded through whole school CPD. Purchase of supporting resource and materials</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>GHLL Healthy Schools</p> <p>Enabling practitioners to support children with an identified concern.</p> <p>Trusted Emotional Available Adult (TEAA)</p>	6, 7
1.e CPD to support and extend language and vocabulary teaching.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	4
1.f Headteacher to attend attendance CPD focusing on raising parental engagement.	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</p> <p>Parental Engagement = + 4 Months.</p>	5

Section 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 66,657.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2.a Deployment of TAs to provide support for:</p> <ul style="list-style-type: none"> • Y6 pupils with Maths Teaching of Mastery; • Y6 Key individuals. • Y2 Key individual 	<p>EEF Teaching and Learning Toolkit Teaching Assistant Interventions</p>	<p>2, 6</p>
<p>2.b Delivery of structured interventions to support mathematics. MOT.</p>	<p>EEF Teaching Toolkit Small group tuition</p>	<p>1, 2</p>
<p>2.c Delivery of targeted sessions and reading comprehension strategies focusing on the learners' understanding of written text.</p>	<p>EEF Teaching Toolkit: Reading comprehension strategies Reading comprehension strategies focus on the learners' understanding of written text.</p>	<p>1, 2, 3</p>
<p>2.d Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EEF Teaching Toolkit Phonics Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>3</p>
<p>2.e Delivery of structured interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>EEF Teaching Toolkit Oral language interventions can have a positive impact on pupils' language skills.</p>	<p>4</p>

Section 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3823

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3.a Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>3.b Social, Emotional and Mental Health support provided for pupils who are vulnerable.</p>	<p>EEF Teaching & Learning Toolkit</p> <p>Social and Emotional Learning</p> <p>Self-manage emotions and focus on improving social interaction between pupils.</p> <p>Zones of Regulation</p> <p>Archbishops Young Leader Award – Empowering young leaders to transform society and to inspire others to do the same.</p> <p>Toucan Play Therapy</p> <p>Mood Tracker</p>	<p>6, 7</p>
<p>3.c. Funding for visits and visitors</p>	<p>Visits and visitors broaden pupils understanding of the world and their place in it.</p> <p>EEF Outdoor Adventure Learning</p> <p>Research shows that outdoor adventure learning may have positive impacts upon self-efficacy, motivation and teamwork; developing skills such as resilience and self-confidence.</p>	<p>6, 7</p>
<p>3.d Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside</p>	<p>All</p>

	to respond quickly to needs that have not yet been identified.	
3.d Parental Engagement Parental Workshops to develop parental engagement	EEF Teaching Toolkit Parental Engagement Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.	5, 6, 7

Total budgeted cost: £78,713

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 2022 to 2023 academic year.

Our internal assessments during 2021 / 2022 suggested that the performance of disadvantaged pupils was lower than that in the previous 5 years in key areas of the curriculum. Previous strategy outcomes aimed for by the end of 2020/2021 were not fully realised.

Covid-19 disruption and the ongoing cost of living crisis continue to have an impact upon our most disadvantaged pupils. Pupil behaviour, well-being and mental health were significantly impacted and was particularly acute for our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions as and where required. Attendance of our disadvantaged pupils at enrichment and after school clubs has risen with priority given to our most vulnerable children. We continue to build upon the strategies and approaches with the activities detailed within this plan.

Our commitment to raise standards for all has remained a priority with continued investment in continuous professional development at all levels. Targeted interventions and whole-school consistency of approach across all curriculum areas remains a key priority.

Overall attendance remains a target with attendance lower than the preceding years at 94.6%. Absence amongst our disadvantaged pupils was 4.75% higher than their peers and persistent absence and lateness higher. Monitoring of attendance is now more robust with absenteeism and lateness a school priority.

End of EYFS Early Learning Goals Assessment 2023

		Disadvantaged Pupils (1)	All Other Pupils (21)
Word Reading	Emerging	100%	5%
	Expected	0	95%
Writing	Emerging	100%	24%
	Expected	0	76%
Number	Emerging	100%	14%
	Expected	0	86%

Gaps between disadvantaged pupils and other pupils remain in Reading, Writing and Mathematics. SENDCo will focus upon identifying early interventions and support for our disadvantaged pupils. A particular focus in maths has been to ensure that manipulatives are used as part of the learning process alongside pictorial and abstract representations.

Early “Welcome to School” parent workshops continue to work with parents to ensure all those entitled to Pupil Premium Funding have registered online.

Phonics

Significant improvements in Phonics Screening Check. Focus remains on ensuring all children pass PSC at the end of Year 1. A continued drive to ensure interventions address gaps in learning remains the focus of interventions, planning and monitoring.

	2022	2023
Disadvantaged pupils	29%	100%
All Other Pupils	69%	79%

End of KS1 Assessment

Disadvantaged Children

Y3 (7 pupils)	Teacher Assessment						
	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater
Reading			1 (14.3%)	4 (57.1%)	2 (28.6%)		2 (28.6%)
Writing			1 (14.3%)	4 (57.1%)	2 (28.6%)		2 (28.6%)
Mathematics			1 (14.3%)	4 (57.1%)	2 (28.6%)		2 (28.6%)
Science	5 (71.4%)				2 (28.6%)		2 (28.6%)
Rdg, Wri & Mth	5 (71.4%)						2 (28.6%)

All Other Children

Y3 (14 pupils)	Teacher Assessment						
	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater
Reading	1 (7.1%)*		1 (7.1%)	1 (7.1%)	9 (64.3%)	2 (14.3%)	11 (78.6%)
Writing	1 (7.1%)*		1 (7.1%)	2 (14.3%)	9 (64.3%)	1 (7.1%)	10 (71.4%)
Mathematics	1 (7.1%)*		1 (7.1%)	2 (14.3%)	10 (71.4%)		10 (71.4%)
Science	2 (14.3%)*				12 (85.7%)		12 (85.7%)
Rdg, Wri & Mth	6 (42.9%)*						8 (57.1%)

KS1 outcomes have remained broadly inline with the previous year and this remains a key area of focus with the delivery of structured interventions for targeted individuals. Ark My Mastery is being trialled in Year 2. The use of manipulatives as part of the learning process alongside pictorial and abstract representations remains a school priority.

End of KS2 Assessment

Disadvantaged Children

Y7 (7 pupils)	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	7*							5 (71.4%)	2 (28.6%)	1 (14.3%)		96.6
Writing					4 (57.1%)	3 (42.9%)		5 (71.4%)	2 (28.6%)			99.6
Mathematics	7*							3 (42.9%)	4 (57.1%)			96.7
Science				3 (42.9%)		4 (57.1%)						

All Other Children

Y7 (12 pupils)	Teacher Assessment							Test Scaled Scores				
	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	12*							4 (33.3%)	8 (66.7%)	3 (25.0%)		102.1
Writing					1 (8.3%)	8 (66.7%)	3 (25.0%)	4 (33.3%)	8 (66.7%)	3 (25.0%)		102.4
Mathematics	12*							5 (41.7%)	7 (58.3%)	1 (8.3%)		101.8
Science				2 (16.7%)		10 (83.3%)						

Gap between disadvantaged pupils and their peers has remained in Reading, Writing and Mathematics and is a continued focus on the School Development Plan. A particular focus upon using manipulatives alongside pictorial and abstract representations ensuring children can articulate their mathematical understanding.

SENDCo and Mathematics Subject Lead will focus upon in lesson learning and monitoring interventions to ensure opportunities for learning are maximised and impactful.

Externally provided programmes

Programme	Provider
Archbishop's Young Leader Award	Archbishop of York Youth Trust

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.