



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



Belonging Believing Becoming

**St John's Church of
England Academy
Pupil Premium Strategy
Statement
2024**

Pupil premium strategy statement

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 Church of England Academy
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	30.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan Year 1 – 2024/2025 Year 2 – 2025/2026 Year 3 - 2026/2027
Date this statement was published	December 2024
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 Nicki Wadley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 74,000
Recovery premium funding allocation this academic year	£ 0
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.	£ 74,000

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, strong pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their full 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, for children to keep up, 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 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. Assessment and monitoring show spelling knowledge of our disadvantaged children to be below that of non-disadvantaged pupils.
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 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.</p>
6	<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 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>
7	<p>Our attendance data for the academic year 2023 – 2024 indicates that our disadvantaged pupils' attendance is broadly in line with that of their peers (gap of - 1.64%).</p> <p>Our assessments and observations indicate that absenteeism and persistent lateness negatively impact the attainment of our disadvantaged pupils' progress.</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 maintained above the national average (2024 – 67% of disadvantaged pupils passed PSC).

Improved spelling skills and word knowledge at Key Stage 2 among disadvantaged pupils	Assessments and observations indicate significantly improved spelling skills and word knowledge among disadvantaged pupils. This will be triangulated with evidence found in book scrutiny, assessment and engagement in lessons. This will be evident with the application of skills across the wider curriculum.
Improved oral language skills and vocabulary among disadvantaged pupils.	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 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. • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Implementation of Partnership for Children Skills for life programme.
To 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 94.4%. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is nullified (currently 1.16%). • 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: £ 4388.73

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 NPQ courses and obtaining Primary Science Quality Mark Silver	<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 Embedding of ELS Spelling and Word Knowledge Programme to secure stronger spelling teaching for all pupils.	<p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>EEF Improving Literacy in Key Stage 2</p>	1, 2, 3
1.d Enhancement of our mastery maths teaching and curriculum planning in line with DfE and EEF guidance.	<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>	1, 2, 3

<p>We will fund release time for maths Leaders and class teachers to attend GLOW Maths Mastery and CANDo CPD in order to embed key elements of practice of the 5 BIG Ideas.</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> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>1.e 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>Partnership for Children Skills for Life programme training and purchasing of supporting resources</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>EEF Improved Behaviour in Schools (2021)</p> <p>Supporting children to develop resilience and coping strategies.</p> <p>EEF Zippy's Friends</p> <p>Enabling practitioners to support children with an identified concern.</p> <p>Trusted Emotional Available Adult (TEAA)</p>	5, 6, 7
<p>1.f CPD to support and extend language and vocabulary teaching.</p>	<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> <p>Promoting speech and language skills.</p> <p>Elklan Training</p>	4

1.g Headteacher to attend attendance CPD focusing on raising parental engagement.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	7
---	---	---

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

Budgeted cost: £ 60, 318.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.a Deployment of TAs to provide support for: <ul style="list-style-type: none"> Y6 pupils with Maths Teaching of Mastery; Y6 Key individuals. Y3 Key individuals 	EEF Teaching and Learning Toolkit Teaching Assistant Interventions	2, 5, 6
2.b Delivery of structured interventions to support mathematics.	EEF Teaching Toolkit Small group tuition	1, 2, 5
2.c Delivery of targeted sessions and reading comprehension strategies focusing on the learners' understanding of written text.	EEF Teaching Toolkit: Reading comprehension strategies Reading comprehension strategies focus on the learners' understanding of written text.	1, 2, 3
2.d Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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:	3

2.e Additional spelling and word knowledge sessions targeted at disadvantaged pupils who require further phonics support.	EEF Improving Literacy in Key Stage 2 Develop fluent reading and writing skills Use high quality interventions to support pupils who are struggling with literacy	2, 3
2.f Delivery of structured interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	EEF Teaching Toolkit Oral language interventions can have a positive impact on pupils' language skills.	4

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

Budgeted cost: £ 5293

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.a Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
3.b Social, Emotional and Mental Health support provided for pupils who are vulnerable.	EEF Teaching & Learning Toolkit Social and Emotional Learning Self-manage emotions and focus on improving social interaction between pupils. Archbishops Young Leader Award – Empowering young leaders to transform society and to inspire others to do the same. Toucan Play Therapy	5, 6,

	Partnership for Children – Skills for Life Programme	
3.c. Funding for visits and visitors	<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>	5, 6, 7
3.d Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
3.e Parental Engagement Parental Workshops to develop parental engagement	<p>EEF Teaching Toolkit</p> <p>Parental Engagement</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning.</p>	5, 6, 7

Total budgeted cost: £74,000

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.

Our internal assessments suggest that the performance of disadvantaged pupils has improved however some of our previous strategy outcomes aimed for 2023 / 2024 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. Sustaining high levels of well-being and positive behaviour management amongst our pupil premium children remains a key priority. Zones of Regulation is now embedded across the school, the GHLL Mental Health Award has been obtained and a sensory room introduced to support children to self-regulate and make positive choices.

Attendance continues to improve with St John's now meeting and exceeding the national figure of 94.4% for both our pupil premium children and their peers with the gap closing to 1.16%. Persistent lateness has reduced with a strong, consistent message around the importance of punctuality and attendance from all staff. Monitoring of attendance is now more robust with absenteeism and lateness a school priority.

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.

Starting School

At Risk or higher in all subjects		Greater Depth or higher in all subjects				
42.1% (8)		0.0% (0)				
	Out of Year Group	Below	At Risk	ARE	Greater Depth	Significantly Above
Word Reading		47.4% (9)	26.3% (5)	21.1% (4)	5.3% (1)	
Writing		47.4% (9)	15.8% (3)	36.8% (7)		
Number		42.1% (8)	10.5% (2)	47.4% (9)		

Children enter St John's with starting points that are below national expectations.

End of EYFS Early Learning Goals Assessment 2024

		Disadvan- taged pupils (1)	All other pu- pils (21)	Disadvan- taged pupils (3)	All other pu- pils (21)
Word Read- ing	Emerging	100%	5%	0%	5%
	Expected	0%	95%	100%	95%
Writing	Emerging	100%	24%	0%	5%
	Expected	0%	76%	100%	95%
Number	Emerging	100%	14%	0%	30%
	Expected	0%	86%	100%	70%

Gaps between disadvantaged pupils and other pupils have reduced over this academic year. A strong focus upon early intervention, identifying need and targeted support has been particularly effective in ensuring that our disadvantaged children have a successful start to primary school at St John's.

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.

End of EYFS Outcomes show improvements for all of our children and the gaps between disadvantaged and non-disadvantaged children being closed with our PP children out-performing their peers, and the national average of 67.7% by 7.3%

EYFS GLD	2021 -2022			2022 - 2023			2023 -2024		
	School GLD	PP GLD	Non-PP	School GLD	PP GLD	Non- PP	School GLD	PP GLD	Non- PP
	47.8%	22%	55%	60%	50%	62.5%	67%	75%	65%

Phonics

There have been significant improvements in children achieving the pass mark of 32 or above in the Phonics Screening Check. Our 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. ELS is now embedded across EYFS and KS1 with all children at St John's achieving well.

	2022	2023	2024
Disadvantaged pupils	71%	100%	75%
Disadvantaged pupils National Average	Unavailable	67%	68%
All Other Pupils	100%	94%	100%
School	89%	95%	95%
National Average	75%	79%	80%

End of KS1 Assessment

End of KS1 Outcomes - Disadvantaged Children

PP Children 2023 Outcomes KS1							PP Children 2024 Outcomes KS1												
Y3 (7 pupils)	Teacher Assessment						End of Key Stage 1 Outcomes Report run on: 10/12/2024 15:06:48												
	Subject	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	2024-2025 Year 3 Pupil Premium, Not Leaver (8 Pupils)										
	Reading			1 (14.3%)	4 (57.1%)	2 (28.6%)		2 (28.6%)	Teacher Assessment					Test Scaled Scores					
	Writing			1 (14.3%)	4 (57.1%)	2 (28.6%)		2 (28.6%)	Other	<100	100+	110+	Average						
	Mathematics			1 (14.3%)	4 (57.1%)	2 (28.6%)		2 (28.6%)	Reading	20.0% (1)	60.0% (3)	20.0% (1)	20.0% (1)	100.4					
	Science	5 (71.4%)				2 (28.6%)		2 (28.6%)	Writing TA / GPS Test	40.0% (2)	60.0% (3)			100.0% (5)					
	Rdg, Wri & Mth	5 (71.4%)						2 (28.6%)	Mathematics	20.0% (1)	60.0% (3)	20.0% (1)	20.0% (1)	102.4					
								Reading, Writing & Maths	40.0% (2)	60.0% (3)			100.0% (5)						

End of KS1 Outcomes - Non Pupil Premium Children

Non-PP Children 2023 Outcomes KS1								Non-PP Children 2024 Outcomes KS1																																																																																				
Y3 (14 pupils)	Teacher Assessment							End of Key Stage 1 Outcomes Report run on: 10/12/2024 15:12:48																																																																																				
Subject	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	<small>2024-2025 Year 3 Not Pupil Premium, Not Leaver (18 Pupils)</small>																																																																																				
Reading	1 (7.1%)*		1 (7.1%)	1 (7.1%)	9 (64.3%)	2 (14.3%)	11 (78.6%)	<table border="1"> <thead> <tr> <th colspan="7">Teacher Assessment</th> <th colspan="5">Test Scaled Scores</th> </tr> <tr> <th></th> <th>Other</th> <th>Below</th> <th>Pre-Key Stage</th> <th>Has Not Met</th> <th>Working Towards</th> <th>Working At</th> <th>Greater Depth</th> <th>Other</th> <th><100</th> <th>100+</th> <th>110+</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5.6% (1)</td> <td></td> <td>11.1% (2)</td> <td></td> <td>5.6% (1)</td> <td>66.7% (12)</td> <td>11.1% (2)</td> <td>11.1% (2)</td> <td>11.1% (2)</td> <td>77.8% (14)</td> <td>5.6% (1)</td> <td>96.8</td> </tr> <tr> <td>Writing TA / GPS Test</td> <td>5.6% (1)</td> <td></td> <td>22.2% (4)</td> <td></td> <td>16.7% (3)</td> <td>55.6% (10)</td> <td></td> <td>100.0% (18)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mathematics</td> <td>5.6% (1)</td> <td></td> <td>11.1% (2)</td> <td></td> <td>11.1% (2)</td> <td>66.7% (12)</td> <td>5.6% (1)</td> <td>5.6% (1)</td> <td>22.2% (4)</td> <td>72.2% (13)</td> <td>5.6% (1)</td> <td>101.1</td> </tr> <tr> <td>Reading, Writing & Maths</td> <td>44.4% (8)</td> <td></td> <td></td> <td></td> <td></td> <td>55.6% (10)</td> <td></td> <td>100.0% (18)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Teacher Assessment							Test Scaled Scores						Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	110+	Average	Reading	5.6% (1)		11.1% (2)		5.6% (1)	66.7% (12)	11.1% (2)	11.1% (2)	11.1% (2)	77.8% (14)	5.6% (1)	96.8	Writing TA / GPS Test	5.6% (1)		22.2% (4)		16.7% (3)	55.6% (10)		100.0% (18)					Mathematics	5.6% (1)		11.1% (2)		11.1% (2)	66.7% (12)	5.6% (1)	5.6% (1)	22.2% (4)	72.2% (13)	5.6% (1)	101.1	Reading, Writing & Maths	44.4% (8)					55.6% (10)		100.0% (18)				
Teacher Assessment							Test Scaled Scores																																																																																					
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	110+	Average																																																																																
Reading	5.6% (1)		11.1% (2)		5.6% (1)	66.7% (12)	11.1% (2)	11.1% (2)	11.1% (2)	77.8% (14)	5.6% (1)	96.8																																																																																
Writing TA / GPS Test	5.6% (1)		22.2% (4)		16.7% (3)	55.6% (10)		100.0% (18)																																																																																				
Mathematics	5.6% (1)		11.1% (2)		11.1% (2)	66.7% (12)	5.6% (1)	5.6% (1)	22.2% (4)	72.2% (13)	5.6% (1)	101.1																																																																																
Reading, Writing & Maths	44.4% (8)					55.6% (10)		100.0% (18)																																																																																				
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%)																																																																																					

Whilst KS1 outcomes remained broadly similar in the years 2022 and 2023, 2024 outcomes show an improving picture for the end of Key Stage 1 outcomes for our disadvantaged pupils. The gap has closed between our disadvantaged pupils and their peers, with 60% of our pupil premium children achieving age related expectations in combined Reading, Writing and Maths compared with 56% of all other children. As with the previous years, Maths has remained a priority with a key area of focus being the delivery of structured interventions for targeted individuals. The use of manipulatives as part of the learning process alongside pictorial and abstract representations has remained a school priority with a drive to improve mathematical fluency.

End of KS2 Assessment

End of KS2 Outcomes - Pupil Premium Children

PP Children 2023 Outcomes KS2										PP Children 2024 Outcomes KS2																																																																												
Y7 (7 pupils)	Teacher Assessment							Test Scaled Scores					End of Key Stage 2 Outcomes Report run on: 10/12/2024 15:18:58																																																																									
Subject	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average	<small>2023-2024 Year 7 Pupil Premium, Leaver (10 Pupils)</small>																																																																									
Reading	7*							5 (71.4%)	2 (28.6%)	1 (14.3%)		96.6	<table border="1"> <thead> <tr> <th colspan="7">Teacher Assessment</th> <th colspan="5">Test Scaled Scores</th> </tr> <tr> <th></th> <th>Other</th> <th>Below</th> <th>Pre-Key Stage</th> <th>Has Not Met</th> <th>Working Towards</th> <th>Working At</th> <th>Greater Depth</th> <th>Other</th> <th><100</th> <th>100+</th> <th>110+</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>30.0% (3)</td> <td>30.0% (3)</td> <td>40.0% (4)</td> <td>10.0% (1)</td> <td>99.7</td> </tr> <tr> <td>Writing TA / GPS Test</td> <td>10.0% (1)</td> <td></td> <td>30.0% (3)</td> <td></td> <td>20.0% (2)</td> <td>40.0% (4)</td> <td></td> <td>30.0% (3)</td> <td>40.0% (4)</td> <td>30.0% (3)</td> <td></td> <td>96.9</td> </tr> <tr> <td>Mathematics</td> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>30.0% (3)</td> <td>40.0% (4)</td> <td>30.0% (3)</td> <td></td> <td>98.4</td> </tr> </tbody> </table>										Teacher Assessment							Test Scaled Scores						Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	110+	Average	Reading	10							30.0% (3)	30.0% (3)	40.0% (4)	10.0% (1)	99.7	Writing TA / GPS Test	10.0% (1)		30.0% (3)		20.0% (2)	40.0% (4)		30.0% (3)	40.0% (4)	30.0% (3)		96.9	Mathematics	10							30.0% (3)	40.0% (4)	30.0% (3)		98.4
Teacher Assessment							Test Scaled Scores																																																																															
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	110+	Average																																																																										
Reading	10							30.0% (3)	30.0% (3)	40.0% (4)	10.0% (1)	99.7																																																																										
Writing TA / GPS Test	10.0% (1)		30.0% (3)		20.0% (2)	40.0% (4)		30.0% (3)	40.0% (4)	30.0% (3)		96.9																																																																										
Mathematics	10							30.0% (3)	40.0% (4)	30.0% (3)		98.4																																																																										
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%)																																																																																	

End of KS2 Outcomes - Non Pupil Premium Children

Non-PP Children 2023 Outcomes KS2							Non-PP Children 2024 Outcomes KS2					
Y7 (12 pupils)	Teacher Assessment						Test Scaled Scores					
Subject	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%)						

End of Key Stage 2 Outcomes												
2023-2024 Year 7 Not Pupil Premium, Lower 22 Pupils												
Report run on: 10/12/2024 15:18:18												
	Teacher Assessment						Test Scaled Scores					
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	110+	Average
Reading	22							4.5% (1)	13.6% (3)	81.8% (18)	13.6% (3)	104.0
Writing TA / GPS Test	9.1% (2)				9.1% (2)	77.3% (17)	4.5% (1)	4.5% (1)	36.4% (8)	59.1% (13)	4.5% (1)	101.8
Mathematics	22							4.5% (1)	27.3% (6)	68.2% (15)	13.6% (3)	103.3

At Key Stage 2 outcomes for our disadvantaged pupils in Reading and Writing have improved with 40% achieving Age Related Expectations, an improvement of 11.4%. In Mathematics however, we have not achieved our aims with only 30% of our disadvantaged pupils achieving ARE in 2024 compared with 57% in 2023. It is worth noting however that the average scaled score for our pupil premium children has improved slightly from 96.7 to 98.4.

Gap between disadvantaged pupils and their peers has remained in Reading, Writing and Mathematics and is a continued focus on the School Development Plan. In Mathematics there has been a particular focus upon using manipulatives alongside pictorial and abstract representations to support children to articulate their mathematical understanding. Our Mathematics Subject Leader has implemented initiatives to improve mathematical fluency amongst all of our children.

SENCO and Mathematics Subject Leader will continue to focus upon in lesson learning and monitoring interventions to ensure opportunities for learning are maximised and impactful. In year assessments show the gap in attainment between our disadvantaged pupils and their peers to be 5%.

Externally provided programmes

Programme	Provider
Archbishop's Young Leader Award	Archbishop of York Youth Trust
Zippy's Friends Apple's Friends	Partnership for Children

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 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 have attended Trust wide training for pupil premium leaders to build a network of best practice.

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.