



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 academic year. It also provides sustainability aims and objectives over the next 3 years. This funding is 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	
School name	St. John's Primary Academy
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2026-2027
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr J Sisman
Pupil premium lead	B. N. Thornton
Governor / Trustee lead	D. Willars

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,215
Recovery premium funding allocation this academic year	£8591
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£114,806
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,806

# Part A: Pupil premium strategy plan

## Statement of intent

At St. John's Primary Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider all the challenges faced by disadvantaged and vulnerable children and the activity outlined below is designed to support their needs in both the academic and social context.

In making pupil premium strategy decisions it is important to use our knowledge about our children, context, progress data and in conjunction with respected educational research to find personalized, sustainable solutions to the challenges faced.

Therefore, the St John's pupil premium strategy focuses upon:

1. Attendance
2. Each PP child's academic and age-appropriate social progress including the higher attainers
3. Early reading teaching
4. Writing skills progress
5. Extra-curricular participation and cultural capital development

The most important challenge is attendance to overcome for pupil premium children to make good progress and attainment. Our core principle is that each child makes good progress and attainment based upon their starting point irrespective of their disadvantaged or non-disadvantaged status. [The Education Endowment Foundation \(EEF\) \(2022\)](#) informs us that high quality teaching and pastoral best supports pupil premium children that require the most support and indeed all child. Our strategy will be underpinned by respected educational research from EEF and others alongside our existing excellent parent, carer and pupil relationships.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs based upon diagnostic data, regular monitoring assessment data and non-assessment tracking. The approaches we have adopted complement each other to help pupils learn and grow as young people.

To ensure they are effective at St John's, we will:

- Support families to ensure that all children, including disadvantaged pupils, to attend school regularly.
- ensure disadvantaged pupils are challenged in the learning that they're set through a well-planned curriculum in each subject.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use data to enable proactive intervention at the point of need.
- Provide further phonics training, monitoring and support so teaching staff have the knowledge and skills to progress disadvantaged learners to be reading at the same level as other children.
- Monitor and support disadvantaged children to benefit from after-school extra-curricular and cultural capital activities or clubs.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>19% (18) of disadvantaged pupils had been 'persistently absent' in 22-23</p> <p>Attendance is improving as last previous statements indicated that 38% of disadvantaged children had been persistently.</p> <p>Our assessments, observations and safeguarding analysis indicates that absenteeism, trauma experiences and or social disadvantaged negatively impacts disadvantaged pupils' progress.</p>
2	<p><u>Academic and Age-Appropriate Social Progress</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety,</p>

	<p>school refusal due to Covid hangover. These challenges particularly affect disadvantaged pupils, including their attainment and age-appropriate social skills.</p> <p>Teacher referrals to our Pastoral Team for support have markedly increased during the pandemic.</p>
3	<p><u>Phonics, Reading and Oracy</u></p> <p>Phonics Screening results in 2023 were 73% This is 10% lower than the previous national screening test taken. We will use Phonics Tracking to demonstrate progress as well as attainment. This indicates that the teaching of phonics, reading and oral skills needs to be planned and carefully considered.</p>
4	<p><u>Writing</u></p> <p>Assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Lack of opportunities to write for purpose and the increased disengagement of children with writing particularly affects disadvantaged children</p>
5	<p><u>Extra-Curricular Activities</u></p> <p>Disadvantaged children arrive at St. John's with a limited range of experiences. The provision of clubs and extra-curricular activities will support children to develop these experiences and use this to support future learning.</p>
6	<p><u>Cultural Capital</u></p> <p>Our curriculum review in July 2022 highlighted that there are opportunities to expand our cultural capital curriculum. The recent pandemic and cost of living crisis has restricted children's opportunity to build cultural capital.</p> <p>This has resulted in significant transferable knowledge gaps from cultural capital events, such as educational visits, speakers into school and extra-curricular activities.</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
<p><b><u>Attendance</u></b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>The percentage of pupils classed as persistently absent being below 5% and there will not be a statistical difference</li> </ul>

	between disadvantaged pupils and their peers
<p><b><u>Age-Appropriate Social Progress</u></b></p> <p>Achieve and sustain positive wellbeing for pupils improving their readiness to learn and school attendance.</p>	<p>Sustained high levels of age-appropriate social wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice</li> <li>• a significant increase in participation in enrichment and cultural capital activities, particularly among disadvantaged pupils</li> <li>• ensuring that bullying is dealt with swiftly and effectively, including communicating investigation progress and outcomes with children, parents/carers and school staff. This is applicable to all children and incidents.</li> </ul>
<p><b><u>Academic Progress</u></b></p> <p>To achieve and sustain improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p> <p>By 2023/24</p> <ul style="list-style-type: none"> <li>• Disadvantaged children will have made good progress from their baseline phonics score.</li> </ul> <p>By 2025/26 for the end of KS2:</p> <ul style="list-style-type: none"> <li>• Reading and writing progress scores by 2026 are above zero for the disadvantaged group in Y6.</li> </ul>
<p><b><u>Academic Progress</u></b></p> <p>To achieve and sustain improved attainment in writing</p>	<p>By 2025/26 for the end of KS2:</p> <ul style="list-style-type: none"> <li>• Writing progress scores for disadvantage children will be zero or better</li> <li>• 75% of disadvantaged pupils will meet the expected standard or better as per the national average.</li> <li>• Disadvantaged children have closed their progress gap with non-disadvantaged children by 2 points.</li> </ul> <p>By 2025/26, for the end of KS1:</p> <ul style="list-style-type: none"> <li>• 75% are achieving age-related expectations in writing in line with national average.</li> </ul>
<p><b><u>Academic Progress</u></b></p> <p>To achieve and sustain improved attainment in reading, writing and maths combined.</p>	<p>By 2025/26 for the end of KS2:</p> <ul style="list-style-type: none"> <li>• Disadvantage children are achieving a progress score that is inline or better than national benchmarks.</li> </ul>

	<ul style="list-style-type: none"> <li>Disadvantaged children have closed their progress gap with non-disadvantaged children by 2 points.</li> </ul>
<p><b><u>Extra-Curricular and Cultural Capital Activities</u></b></p> <p>To achieve and sustain regular attendance of disadvantaged children at lunch time and after-school clubs and cultural capital events.</p>	<p>Across 2023/24:</p> <ul style="list-style-type: none"> <li>There is a programme of events with the support of external providers.</li> <li>Extra-curricular and cultural events re-established.</li> <li>They are promoted to all, in particular disadvantaged children, their parents and carers.</li> <li>A tracking and monitoring system is place to record attendance.</li> <li>A system for identifying non-attenders, the barriers faced and a process for supporting these children to attend.</li> <li>A process for identifying higher attainers in that activity or activities in order to enable them to develop their talent at higher level from which they started in representing the school.</li> </ul>

## 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. Identifying our approaches has been completed using the 'menu of approaches' as evidenced in the EEF and by DFE.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD purchased to improve the teaching of writing for all pupils thereby improving outcomes of disadvantage children	<a href="#">EEF research</a> shows that improving high quality teaching through CPD will improve children's outcomes.	2, 3, 4
Purchase of phonics reading resources diagnose and interpret pupil performance	<a href="#">EEF research</a> has shown that phonics has a positive impact on the ability of children to read. Improving reading opens up the rest of the curriculum for children.	2, 3, 4
Purchase of DFE validated phonics materials to secure stronger phonics teaching for all pupils.	<a href="#">Phonics</a> approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Improving reading opens up the rest of the curriculum for children.	3
Monitoring of disadvantaged children so that well-being, readiness to learn and performance levels are high.	John Dunford Research shows that a Pupil Premium Champion from senior leadership will ensure the most positive outcomes for PP children  Pupil Premium Strategy is developed in conjunction with Pupil Premium Champion and directors of the Academy. Data and Updates are reported to Governors.	1, 2
Online resources for teachers to adapt	<a href="#">EEF research</a> has shown that phonics has a positive impact on the	2, 3, 4

learning for children from their starting points	ability of children to read. Teachers require the best training to support the implementation of this.	
Purchase schemes to better support high quality teaching allowing teachers to gain excellent subject knowledge.	<a href="#">EEF research</a> has shown that phonics has a positive impact on the ability of children to read. Improving reading opens up the rest of the curriculum for children.	2, 3, 4
Purchase new reading materials to broaden children's experience of society, religion and knowledge of the world.	<a href="#">EEF research</a> has shown that reading has a positive impact on learning ability across the curriculum. Improving reading opens up the rest of the curriculum for children.	3

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

Budgeted cost: £57,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing school led tutor who will work with disadvantage children to improve academic progress in reading, writing and maths.	Performance of children attending this group in 22/23 was strong. <a href="#">EEF research</a> shows that one to one tuition is very effective at improving pupil outcomes. It is particularly effective for those struggling in a particular area.	2, 3, 4
Provide targeted support for children who have SEND and are disadvantaged.	<a href="#">John Dunford Research</a> shows that a Pupil Premium Champion from senior leadership will ensure the most positive outcomes for PP children	2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<a href="#">Phonics approaches have a strong evidence base</a> indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective	2, 3,



	when delivered as regular sessions over a period up to 12 weeks:	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund extra-curricular activities and clubs for disadvantaged children	Building cultural capital and experiences will improve disadvantage children's aspirations. <a href="#">Aspiration learning has been researched by EEF</a>	5, 6
Attendance Team provided in school so that capacity can be given to overcoming all barriers to attendance.	Close monitoring of <a href="#">attendance</a> and targeted strategies can improve the attendance of all children.	1
Employing a Pastoral Lead and pastoral support staff to support children's social, emotional and mental health and to improve readiness for learning and attendance	<a href="#">EEF research</a> has shown that social and emotional learning have a positive impact on these aspects of a child's development but will also lead to an impact on academic attainment.	1, 2
Fund trips/experiences/clubs including residential to broaden disadvantage children's life experiences and aspiration including cultural capital.	EEF research shows that children without access to a wide range of experiences will progress at a slower rate than those who have a broad range of learning experiences.	5, 6
Develop the nurture room including resources to support trauma informed practice.	<a href="#">EEF research</a> has shown that social and emotional learning have a positive impact on these aspects of a child's development but will also lead to an impact on academic attainment.	2

Playleaders across the school to help support children with their social development	<a href="#">EEF research</a> has shown that behaviour interventions improve attainment by reducing challenging behaviour in school and build positive relationships to further improve learning experiences.	2, 5
Setup maintain and run a breakfast club	<a href="#">EEF research</a> has shown that social and emotional learning have a positive impact on these aspects of a child's development but will also lead to an impact on academic attainment.	1
Purchasing uniform and milk for disadvantage children	<a href="#">Uniform</a> creates a sense of belonging and reduces social stigma. Milk improves healthy outcomes for children's physical development.	1
Monitoring of disadvantaged children so that well-being, attendance, readiness to learn and performance levels are high.	<a href="#">John Dunford</a> shows that a Pupil Premium Champion from senior leadership will ensure the most positive outcomes for PP children  Pupil Premium Strategy is developed in conjunction with Pupil Premium Champion and directors of the Academy.	1,2,3,4,5,6

**Total budgeted cost:** £106,792

## 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.

Assessments during 22/23 suggested that the performance of disadvantaged pupils was generally lower across the school than their peers.

School Led tutoring proved to be successful across the 22/23 academic year with all children making positive progress on their identified area of need.

Breakfast club was a success where disadvantaged children regularly attended this across the year. This gave the children a chance to transition into school successfully, maintain a healthy lifestyle and improve their readiness to learn. It also supported staff to engage with families.

The phonics scheme which was introduced in 21/22 was continued to be embedded in 22/23. Targeted phonics support has led to rising standards for all in phonics progress. Anecdotal evidence suggests that children are enjoying the style of phonics teaching.

The new Jigsaw scheme was particularly popular with children and staff. The structured approach gave children the time to reflect on social, emotional and personal situations which has given them new skills.

Disadvantaged children attended counselling for periods across the school year. Each case was deemed to have had a positive impact by the children themselves and often families at home.

## Further information

Many children both disadvantaged and non-disadvantaged suffer from trauma, have problems with attachment or display complex Social, Emotional and Mental Health needs. Our Pastoral Team and nurture area provided an invaluable resource which Pupil Premium has contributed towards.

## Sustainability

Many of the approaches chosen within this strategy are not only evidenced based but allow for future sustainability.

### Intended Outcome 1

Improved oral language skills and vocabulary among disadvantaged pupils.

Activities rooted in the development of Phonics will allow children to not only progress in their reading but will also allow children to access the rest of the curriculum in future years. Training given as part of Phonics CPD will allow teachers to develop professionally and improved teaching standards for all children in future years.

### Intended Outcome 2

Achieve and sustain positive wellbeing for pupils improving their readiness to learn and school attendance.

Children missing out on their education in the formative years will have a significant impact on future life chances. Pastoral support allows vulnerable children to be supported in their social and emotional well-being meaning that the children can access high quality teaching. The greater the access to high quality teaching the greater the chance for increased progress in future years.

### Intended Outcome 3

Pupils improve their attainment in Writing

Writing is a skill that has been affected by lockdowns and a skill which cannot be 'crammed'. Therefore, the strategies aimed at improving the teaching and learning in writing will allow children greater chances to develop a key personal and communicative skill for future years. Teachers will continue to use this training to build positive progress in writing in future years.

### Intended Outcome 4

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Children need to be in school to be safe and to learn. Formative learning is key to developing positive life chances. The systems and processes in place which are being supported by Pupil Premium will be monitored so that trends over time can be noticed and

any drop in attendance acted upon with urgency. This will also improve outcomes as children maintain high levels of attendance.