



# Pupil Premium Strategy Statement

## St John's Primary Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 to 2027-2028
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs E Jefferson
Pupil premium lead	B. N. Thornton
Governor / Trustee lead	D. Willars

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,337
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£100,337

# 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. We champion children to be the very best they can be both socially, emotionally and academically.

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 'champion their cause' through the activity outlined below.

### Priory Trust Statement

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes. The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it.

Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;

## Challenges

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

Challenge number	Detail of challenge
1	<b>Phonics and Reading</b> - Assessments, observations and discussions has shown that children eligible for Pupil Premium often have greater difficulty with phonic acquisition and reading fluency than their peers.

2	<b>Writing</b> - Internal and external data for writing indicates that in the majority of year groups, the attainment of children eligible for Pupil Premium is below that of non-disadvantaged children.
3	<b>Attendance and Punctuality</b> – Absence rates are higher for disadvantaged children compared to non-disadvantaged. Persistent absence is also higher.
4	<b>Social Emotional and Mental Health</b> – Observations and discussions show that disadvantaged pupils require additional support for their emotional wellbeing.
5	<b>School Readiness</b> – Children eligible for Pupil Premium entering EYFS demonstrate more complex needs affecting their readiness for learning.
6	<b>Enrichment and Cultural Capital</b> – discussions with parents of pupils eligible for Pupil Premium indicates that the current cost of living inhibits families from enabling their children to take part in enrichment activities.

## 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
Improved reading attainment among disadvantaged pupils	Y1 phonics outcomes demonstrate that all children are phonetically confident with at least 80% reaching the required standard in phonics screening. 100% of children pass phonics screening by the end of Y2. Assessment of reading shows that all children read with fluency and understanding. End of Key Stage 2 outcomes in reading are high for all children and PP eligible children meet their academic goals for writing.
Improved writing outcomes for Pupil Premium eligible children	Assessment of Writing shows that all children are writing with fluency and to a greater level of technical skill than previously evident. End of Key Stage 2 outcomes in writing are high for all children at least 80% expected standard
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance improved and lateness reduced in disadvantaged families compared to 23/24 Overall attendance rate of 95% or greater for all pupils including those who are disadvantaged. Percentage of pupils who are persistently absent is below 5%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Number of disadvantaged children accessing SEMH support reduces by September 25 (currently 50%)

Improved rates of school readiness of pupil entering the academy	Children in EYFS access the support required to enable access to the curriculum and achieve goals.
Pupils have access to opportunities to develop cultural capital and to broaden their lived experiences	<p>Disadvantaged children experience opportunities through the core and wider curriculum that build cultural capital</p> <ul style="list-style-type: none"> <li>- Education visits</li> <li>- Education visitors</li> <li>- Sports activities</li> <li>- Residential visits</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

Budgeted Cost: £41,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff engage in the Trust Professional Development Programme	Our Trust professional development, focuses on Metacognition, SEND, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational frameworks to enable effective implementation.	1, 2, 3
Develop excellence in teaching and learning through the use of Walkthrus and the Great Teaching Toolkit focusing on quality first teaching	The importance of quality first teaching and the positive impact professional development has on pupil outcomes. <a href="#">Walkthrus</a> are evidenced based and have demonstrated improvements over time.  Working as a full partner school with the English Hub will support staff in developing excellent teaching in reading and writing.	1, 2
Delivery of DfE validated systematic synthetic phonics resources to secure stronger phonics teaching for all pupils.	Little Wandle has a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   EEF</a>	1, 2
Purchase standard diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each	1, 2

	pupil to help ensure they receive the correct additional support.	
Purchase related tracking system which allows for key groups to be monitored closely.	Pupils' progress needs to be tracked regularly and systematically through whole school systems. This supports a cyclical process of data gathering and analysis which informs target setting, interventions and adaptations to learning required. <a href="#">Feedback   EEF</a>	1, 2

## Targeted academic support

Budgeted Cost: £12,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics keep up.	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. <a href="#">Phonics   EEF</a>	1
Additional fluency and reading sessions targeted at disadvantaged pupils who require further support in KS2.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. <a href="#">Feedback   EEF</a>	1

## Wider strategies

Budgeted Cost: £45,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Dedicated professional time to monitor and act upon issues arising. Includes attendance at regular attendance targeted support meetings with LCC.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	<p>3</p>
<p>Pastoral Team implementation of support programmes and interventions for pupils who require SEMH support</p>	<p><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.</p>	<p>4</p>
<p>Research and implement new behaviour procedures which promote unconditional positive regard</p>	<p>Use of Paul Dix evidenced based research to re-model the schools approach to behaviour.</p> <p><a href="#">HOME   Paul Dix</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	<p>4</p>
<p>Provide subsidies for trips/experiences/clubs (including residential) which broaden disadvantaged pupils' life experiences</p>	<p>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.</p>	<p>5</p>
<p>Further develop the nurture room so that pupils are provided with a safe space</p>	<p><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.</p>	<p>3, 4</p>

Subsidise breakfast club provision for disadvantaged pupils	<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.	3, 4
Purchase milk for disadvantaged pupils	Milk improves healthy outcomes for children's physical development.	3, 4

**Total budgeted cost:** £100,337



## 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.

**Phonics** 78% of children in Year 1 attained the phonics pass mark. 54% of children eligible for Free School Meals attained the phonics pass mark.

**Attendance** – 16% of children were persistently absent from school. 42% of children eligible for Pupil Premium were persistently absent across 23/24. This was an improvement on the previous year

**SEMH and Pupil Wellbeing** – Through discussions and observation the number of children accessing nurture provision fell across the year. Children who had previously been reluctant to attend lessons transitioned into learning well but were then supported if positive SEMH was not sustained.

#### KS2 Data

Area	Expected Standard or better % School	Expected Standard or better % National	Expected Standard or better % Pupil Premium (16)	Greater Depth Standard % Pupil Premium (16)
Reading	76	74	69	25
Writing	63	72	50	6
Maths	76	73	56	13

# Further information

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