



St John's
Church of England
Academy

Part of the



**Durham &
Newcastle
Diocesan
Learning
Trust**

Pupil Premium Strategy Statement

2022-2023

Introduction

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. John's CE Academy
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	01.11.2022
Date on which it will be reviewed	July 2023
Statement authorised by	Local Academy Council
Pupil premium lead	Marco Ramsay
Governor/Trustee lead	Valerie Cadd (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,116
Recovery premium funding allocation this academic year	£12,905
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	£145,021

Part A: Pupil Premium Strategy Plan

Statement of Intent

St. John's has a high level of disadvantaged pupils. It is our belief that all children are unique individuals in the eyes of God and equal opportunities is at the heart of everything we do. Therefore, providing our disadvantaged pupils with the best possible start in life is lived out in our mission: 'Guided by God to be the best that we can be.'

Our aim is not only to remove any barriers that our children face, but provide them with an enriched and unique curriculum that allows them to flourish academically, physically and mentally. We aim to nurture and showcase our children's talents and interests, ensuring they are ready for life in modern Britain, and enter the next phase of their education with clear goals, aspirations and understanding the benefits of positive mental health.

Although the previous academic year did not see a further 'lockdown,' the impact of the COVID-19 pandemic can still be seen amongst large numbers of our disadvantaged pupils - particularly in relation to mental health and social skills; and particularly amongst our younger children. At St. John's, we will adjust our strategy to ensure that disadvantaged children in our Foundation Stage make rapid progress from their starting points and increase our mental health and wellbeing provision for pupils.

In summary, St. John's will:

- Adapt the Early Years curriculum to best meet the needs of our children.
- Provide support for children's mental well-being, including a variety of enrichment activities to ensure they enjoy life to its fullness.
- Place a focus on outdoor play and its role in increasing resilience, problem solving and forming healthy relationships.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of the Summer 2022 data shows an attainment gap in writing with disadvantaged pupils achieving lower than national other children.
2	High numbers of children enter the school below their developmental age.
3	Analysis of questionnaires and reviewing the quality of homework reveals limited academic support and low aspirations from parents/carers.
4	Observations by staff reveals that poor social/emotional development results in limited resilience. This has been exasperated by the school closures, resulting in many disadvantaged pupils lacking strategies to overcome problems and barriers.
5	Discussions with parents and children reveals limited opportunities for enrichment/cultural capital awareness outside of school, which results in disadvantaged pupils having a lack of talents and interests.
6	Records show poor health, including mental, dental, physical. This is observable in parents and children.
7	Attendance data show a minority of pupils who have inconsistent attendance and punctuality.

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
Close the attainment gap in writing between disadvantaged children and non-disadvantaged children.	Disadvantaged children will achieve in line with or better than 'other' children nationally by the end of Year 6.
Maximise attendance of disadvantaged children.	Attendance of disadvantaged children will be in line with national averages.
Disadvantaged children will experience a rich variety of extra-curricular opportunities each year.	All classes will experience one school trip per term. All disadvantaged pupils will attend at least one after-school club per week.
Disadvantaged pupils will have increased positive mental and physical health.	Pupil and parent questionnaires reveal that children are happy at school and take part in at least one sports club per week.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,700

Activity	Evidence that supports this approach	Challenge addressed
TA support in every class for English and Maths to assist with effective delivery of attainment grouping.	EEF states that within class attainment grouping has a positive impact, on average, of 2 months additional progress. Click here for evidence. Extra adult support is essential to ensuring all groups are supported and challenged where necessary.	1, 2
TAs used to deliver a range of afterschool clubs, including art.	EEF states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum and has an average positive impact of three months. Click here for evidence.	1, 2
Purchase PiRA and PUMA standardised tests.	EEF states that standardised tests can provide reliable insights into the specific strengths and areas for development of each pupil when setting targets for intervention. Research shows that a child's reading standard directly impact their writing ability.	1
Resource the EYFS environment to ensure it meets the needs of the current children.	EEF states that play-based learning has a positive impact, on average, of five months additional progress. Click here for evidence.	2, 4, 5, 6
All classes plan visits and or visitors linked to topic areas to stimulate interest and widen children's experiences, knowledge of the world, vocabulary and writing.	Research shows that memorable experiences can help to create a purpose for writing. Hands-on learning promotes high levels of engagement and improved acquisition of key knowledge and vocabulary.	1, 2, 3, 5

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

Budgeted cost: £3,296

Activity	Evidence that supports this approach	Challenge addressed
Create a Wellbeing Room for the delivery of mental health and self-regulation interventions.	EEF states that social/emotional interventions have a positive impact, on average, of four months additional progress. Click here for evidence.	4, 6
Provide 1:1 and small group interventions for children who are	EEF states that small group interventions have a positive impact, on average, of four months additional progress. Click here for evidence.	1, 2

significantly below age-related expectations.		
Subscribe to online learning programmes that provide 1:1 instruction – Times Tables Rock Stars; Rising Stars; Mathletics.	EEF states that digital technology can be used effectively to provide individualised instruction, providing an increase of four months over the course of a year. Click here for evidence.	1

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

Budgeted cost: £53,008

Activity	Evidence that supports this approach	Challenge addressed
Adopt the OPAL scheme to increase the quality of outdoor play for its impact on learning, resilience, problem solving, risk taking and building relationships.	An independent evaluation of the OPAL Primary Programme led by Gloucestershire University states that ‘Play, in its many forms, represents a natural age-appropriate method for children to explore and learn about the world around them...Through play children acquire knowledge and practice new skills, providing a foundation for more complex processes and academic success.’	1, 2, 4, 6
Employment of Attendance Officer to track attendance and identify/support parents who are causing concern.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, are more confident and have better mental health.	1, 7
Employ Home School Support Worker as a point of contact to offer support and advice and sign post parents to Early Help agencies.	The EIF states that early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children’s home lives and family relationships, increase educational attainment and support good mental health. Click here for evidence.	2, 3, 6, 7
Provide a healthy and nutritious breakfast.	Maslow’s hierarchy of Need states that food is a basic need. When children have an appropriate breakfast, they are more able to concentrate and optimise their intrinsic cognitive load.	1, 2, 6, 7

Total Budgeted Cost: £45,004

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 2020 to 2021 academic year.

Close the attainment gap between disadvantaged children and non-disadvantaged children. – **Met.**

The outcome of the Key Stage 2 statutory assessments showed that:

- 83% of disadvantaged pupils achieved the expected standard in **reading** compared to 80% of national 'other' children.
- 100% of disadvantaged pupils achieved the expected standard in **maths** compared to 78% of national 'other' children.
- 58% of disadvantaged pupils achieved the expected standard in **writing** compared to 75% of national 'other' children.

There is still an attainment gap in writing. However, 55% of 'other' children nationally achieved the expected standard in this area, revealing the impact of remote learning on these cohorts.

Maximise attendance of disadvantaged children. – **Partly Met**

Attendance remained a challenge in the 2021-22 academic year, largely due to continued cases of COVID-19. Other illnesses, such as stomach bugs and chicken pox, added to this and were more severe due to the lack of mixing over the previous two years. Additionally, many families took holidays during term time due to being cancelled during the pandemic.

Attendance figures for the last academic year are as follows:

Whole school: 92.79%

Disadvantaged: 92.39%

Non-Disadvantaged: 93.66%

The school continues to employ an Attendance Officer to support the Headteacher. Due to the Headteacher being new to the role, the support was invaluable in assessing the validity of holiday requests and deciding whether to authorise, not authorise and/or fine. No rescheduled holidays are to be authorised in the 2022/23 academic year.

Disadvantaged children will experience a rich variety of extra-curricular opportunities each year. – **Met**

The school provides a full complement of afterschool provision, which includes Computing, Dance, Football, Rugby, Art, Storytime and Homework. A return to class bubbles in the Spring term restricted some extracurricular opportunities and some disadvantaged pupils accessed the School Led Tutoring Programme during afterschool sessions. Despite these barriers, the vast majority of disadvantaged pupils accessed at least one club throughout the year.

Disadvantaged pupils will have increased positive mental and physical health – Met

The results of the annual parent questionnaire revealed that:

- 95% of parents felt their child was given regular opportunities to take part in exercise.
- 87% of parents felt the school effectively promotes healthy food and drink.
- 83% of parents felt the school effectively teaches child about their personal development.
- 85% of parents felt the school teaches their child how to manage their feelings effectively.

The results of the annual child questionnaire revealed that:

- 91% of children felt the teachers help them look after their physical health.
- 89% of children felt the teachers help them look after their mental health.

Further Information

This report should be read in conjunction with:

- PE and Sports Funding Strategy 2022-23
- Most recent School Evaluation Form (September 2022)
- School Development Plan 2022-23