



St John's
Church of England
Academy

Part of the



**Durham &
Newcastle
Diocesan
Learning
Trust**

Pupil Premium Strategy Statement

2023-2024

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	239
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	01.11.2023
Date on which it will be reviewed	July 2024
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	£141,361
Recovery premium funding allocation this academic year	£9,461
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	£150,822

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: 'Trust in God. Trust Yourself. Aspire, Believe, Achieve!'

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.

At St. John's we have increasing numbers of children who display difficulties with their mental health, social skills and an ability to regulate themselves; particularly amongst our younger children. 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 aims to:

- Enhance 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.
- Close the attainment gap between disadvantaged and non-disadvantaged pupils, with an emphasis on writing.

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 2023 data shows an attainment gap in writing with disadvantaged pupils achieving lower than non-disadvantaged pupils in most year groups. Spelling and handwriting are identified as significant factors.
2	High numbers of children enter the school below their developmental age and are unable to regulate emotions.
3	Analysis of questionnaires and reviewing the quality of homework reveals limited academic support and low aspirations from parents/carers.
4	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.
5	Records show poor health, including mental, dental, physical. This is observable in parents and children.
6	Attendance data show a minority of pupils who have inconsistent attendance and punctuality.
7	A number of disadvantaged families are affected by family circumstances, which impacts on their ability to be effective learners and retain knowledge.

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.	Using attainment data from July 2023, the gap between disadvantaged and non-disadvantaged pupils will close in writing.
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 at least one school trip per term as well as a variety of enriching activities. Disadvantaged pupils will have the opportunity to attend at least one after-school club per week.
Increase/maintain positive mental health and wellbeing amongst pupils.	Pupil and parent questionnaires reveal that children are happy at school and can identify aspects of school life that improve their wellbeing.
Children in the EYFS are regulated and accessing the curriculum	The number of incidents where children are removed from the room decreases OR children are regulated enough to develop within a separate environment.

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: £84, 547

Activity	Evidence that supports this approach	Challenge addressed
Train EYFS staff and implement the Curiosity Approach across all Early Years classrooms.	The EEF states that communication and language approaches have a positive impact of, on average, an additional seven months progress. Click here for evidence.	1, 2, 4, 5
Curiosity Approach resources	See above.	1, 2, 4, 5
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.	7
Little Wandle Books	The EEF states that the systematic teaching of phonics has a positive impact of, on average, five months. Click here for evidence.	1, 3, 4, 7
Additional supply teaching time to release subject leads to develop substantive knowledge maps, resulting in deeper understanding and knowledge retention.	The EEF states that pupils must have understood approximately 80% of subject matter before moving onto new learning. Developing clear sequences of substantive knowledge (mastery learning) can, on average, result in an additional 5 months progress. Click here for evidence.	4, 7
Spelling Shed/Mathletics/TTRS and Subscription	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, 7
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, 3, 4,

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

Budgeted cost: £7,720

Activity	Evidence that supports this approach	Challenge addressed
Provide 1:1 and small group interventions for children who are significantly below age-related expectations.	EEF states that small group interventions have a positive impact, on average, of four months additional progress. Click here for evidence.	1, 2, 7
Develop a sensory room for EYFS to allow children to develop self-regulation skills.	EEF states that providing children with self-regulatory skills can have a positive impact, on average, of one month additional progress. Click here for evidence.	2, 5
Implement the Squiggle and Dough Disco schemes in the Early Years to develop gross and fine motor skills.	EEF states that physical development approaches (including fine motor skills) can have a positive impact, on average, of five months progress. Click here for evidence.	1, 3

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

Budgeted cost: £59,077

Activity	Evidence that supports this approach	Challenge addressed
Continue to target children with the Thrive and ELSA programmes.	EEF states that social/emotional/behavioural interventions have a positive impact, on average, of four months additional progress. Click here for evidence.	5, 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 EEF 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, 5, 6, 7
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.	6
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, 5, 6, 7
Implement the Once Decision PSHE Scheme.	The EEF states that social and emotional learning approaches (including the improvement of children's decision making) has a positive impact, on average, of four months. Click here for evidence.	3, 5, 7
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.	4, 5
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, 3, 4

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 2022 to 2023 academic year.

Close the attainment gap in writing between disadvantaged and non-disadvantaged children. – Partly Met

The outcomes of the KS2 statutory assessments showed that:

73% of disadvantaged pupils achieved the expected standard in writing (58% in 2022)

77% of national non-disadvantaged pupils achieved the expected standard in writing.

58% of national disadvantaged pupils achieved the expected standard in writing.

The outcomes of the KS1 statutory assessments showed that:

30% of disadvantaged pupils achieved the expected standard in writing.

65% of national non-disadvantaged pupils achieved the expected standard in writing.

44% of national disadvantaged pupils achieved the expected standard in writing.

Maximise attendance of disadvantaged children - Met

The school continues to employ an Attendance Officer to support the Headteacher in the monitoring of attendance. Monitoring Persistent Absentees also forms part of the Home School Worker's role. Attendance of disadvantaged pupils has improved on the previous academic year.

Whole school: 94.02% (previous year 92.79%) + 1.23%

Disadvantaged: 93.40% (previous year 92.39%) + 1.01%

Non-Disadvantaged: 94.65% (previous year 93.66%) + 0.99%

There is still a small gap between disadvantaged and non-disadvantaged pupils.

Disadvantaged children will experience a rich variety of extra-curricular opportunities – Met

The school provides a full complement of afterschool provision, which includes Mindfulness, Dance, Football, Cooking, Art, Storytime, Sewing, Play and Homework. Disadvantaged pupils are prioritised to ensure that where possible, they access at least one club each week.

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

The school carried out parent and child surveys at the end of the academic year.

97% of children selected that they were happy at school.

99% of children selected that the school teaches them to have a good level of mental and physical health.

100% of parents selected that their child was happy at school.

99% of parents selected that the school teaches their child to have a good level of mental and physical health.

96% of children selected that they have at least one member of staff that they would feel comfortable approaching if I felt unsafe or unhappy.

100% of parents selected that the school teaches their child how to recognise risks to their wellbeing.

Further Information

This report should be read in conjunction with:

- PE and Sports Funding Strategy 2023-24
- Most recent School Evaluation Form
- School Development Plan 2023-24