

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 CE Academy
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01.11.2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Marco Ramsay
Governor / Trustee lead	Valerie Cadd (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,875
Recovery premium funding allocation this academic year	£11,890
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	£127,765

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 and aspirations.

The impact of the COVID-19 pandemic has been stark on our community. Academically, considerable numbers of our disadvantaged children have progressed at a slower rate. Long periods away from school have resulted in a lack of resilience and increased emotional difficulties. In a significant minority of children, mental and physical health has also suffered. At St. John's, we are committed to addressing these unforeseen obstacles and ensuring that, over the next three years, we use the Pupil Premium funding to correct the disadvantages that the school closures brought.

In summary, St. John's will:

- Use thorough data analysis to target children and raise academic standards.
- Be compassionate to children's mental well-being and provide a variety of enrichment activities to ensure that they enjoy life to its fullness.
- Place a focus on physical health and promote its importance in the overall well-being of our children.

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 2021 data shows that in general, disadvantaged children have suffered most in terms of progress and attainment due to the school closures, particularly in writing.
2	High numbers of children enter the school with limited language.

3	Analysis of parental 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 between disadvantaged children and non-disadvantaged children.	In Reading, Writing and Maths, 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: £ 56,582.50

Activity	Evidence that supports this approach	Challenge number(s) 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
Staff in Years 1 – 5 trained in Talk for Writing process.	Children achieving the expected standard in Writing is on average 10% higher in schools that have adopted TfW. These schools primarily serve areas of high deprivation. Click here for evidence.	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, 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.	1
Use PD days to embed metacognitive strategies into teaching.	The potential impact of metacognition and self-regulation approaches is high and can lead to seven months additional progress. Click here for evidence.	1, 4
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, 4

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

Budgeted cost: £23,891.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with School Based Tutoring Programme to target children whose attainment has been affected by school closures.	Small group tuition has an average impact of four months' additional progress over the course of a year. Click here for evidence.	1
Extend the school day for those children targeted for School Based Tutoring.	EEF states that an average of three months additional progress can be achieved if used for 1:1 or small group tuition. Click here for evidence.	1
TAs provide targeted interventions before school.	EEF states that quality interventions provided by teaching assistants has an average impact of four months' additional progress over the course of a year. Click here for evidence.	1
Buy a class set of iPads for Year 4 to increase their ability to work on IT based programmes that provide 1:1 instruction.	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, 2
Subscribe to online learning programmes that provide 1:1 instruction – Times Tables Rock Stars; Rising Stars Planets; 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: £47,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs used to deliver a range of afterschool clubs, including sports.	EEF states that an additional one-month progress can be achieved. While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. Click here for evidence.	1, 5, 6

Employment of Attendance Officer to track attendance weekly and identify/target families 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, take more ownership in their learning and are more confident.	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.	1, 3, 4, 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, 6, 7
Employ CWP (Children's Welfare Practitioner) to support children's mental health and well-being.	EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Click here for evidence.	1, 4, 6

Total budgeted cost: £127,765

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.

Increase in disadvantage children achieving GLD in EYFS in July 21 – Not Met.

2021 GLD: 50% 2019 GLD: 75%

Increased numbers of disadvantaged children are 'school ready,' resulting in increased numbers passing the Y1 Phonics Screening Check. – Not Met.

2021 PSC: 50% 2019 PSC: 73%

Target pupils have improved social and emotional skills so they can talk about their feelings in a controlled manner and demonstrate how to resolve problems. – Partly Met.

Reduced behavioural incidents once the schools reopened in March. One child with severe social/emotional problems, who now accesses specialist provision, resulted in higher than normal levels of fixed term exclusions.

Pupils read regularly, have access to high quality texts across the curriculum and show an increased understanding of vocabulary. – Partly Met.

Work scrutinies and monitoring of planning revealed an increase in high-quality texts being used across the curriculum. During pupil discussion, it was evident that children felt they were challenged when asked to read texts in class.

Disadvantaged pupils' attendance continues to improve. – Partly Met

Between March 8th and the end of the Summer term, the attendance of the disadvantaged children was 93.8%. For comparison, national attendance of all children in 2019 was 91.8%

Pupils can access learning because their physiological, safety, belongingness and esteem needs are met. – Met.

A focus was placed on mental health when the children returned to school. Learning walks revealed the vast majority of pupils were engaged and able to access their learning. Governor monitoring took place on Health and Safety. Pupil voice revealed the children feel safe when they are at school.

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See previous page.
What was the impact of that spending on service pupil premium eligible pupils?	The group size is too small to be statistically significant.

Further information

This report should be read in conjunction with:

- COVID Catch-Up Funding Strategy 2020-21
- PE and Sports Funding Strategy 2020-21
- 2021-22 School Self-Evaluation Form
- School Development Plan