



**St John's**  
Church of England  
**Academy**

*Part of the*



**Durham &  
Newcastle  
Diocesan  
Learning  
Trust**

**Pupil Premium Strategy Statement**

**2024 - 2027**

## 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	240
Proportion (%) of pupil premium eligible pupils	39.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	28.11.2024
Date on which it will be reviewed	July 2025
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	£136,349
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	£136,349

## 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 English Reading and 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 2024 data shows an attainment gap in Reading and Writing with disadvantaged pupils achieving lower than non-disadvantaged pupils in most year groups.
2	High numbers of children enter the school below their developmental age and are unable to regulate emotions. Many have underdeveloped vocabulary and motor skills.
3	Analysis of questionnaires reveals that many children from disadvantaged families do not enjoy reading at home.
4	Discussions with parents and children reveal 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 Reading and Writing between disadvantaged children and non-disadvantaged children.	Using attainment data from July 2024, the gap between disadvantaged and non-disadvantaged pupils will close in Reading and Writing.
Maximise attendance of disadvantaged children.	Attendance of disadvantaged children will be at least 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 or visitor 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.

### Activity in this academic year

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

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

Budgeted cost: £57,797

Activity	Evidence that supports this approach	Challenge addressed
Curiosity Approach resources	The EEF states that communication and language approaches have a positive impact of, on average, an additional seven months progress. <a href="#">Click here for evidence.</a>	1, 2, 4, 5
Investment in reading for pleasure materials for KS2.	The DfE's 'Research evidence on reading for pleasure' states that regularly reading stories or novels outside of school is associated with higher scores in reading assessments. <a href="#">Click here for evidence</a>	1, 3, 4, 7
Spelling Shed/Mathletics/TTRS and Subscriptions	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. <a href="#">Click here for evidence.</a>	1, 7
All classes have a Teaching Assistant to support for English and Maths, allowing for effective grouping according to attainment.	EEF states that in-class attainment grouping provides an increase of two months over the course of a year. <a href="#">Click here for evidence.</a>	1, 2, 7

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

Budgeted cost: £6,615

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. <a href="#">Click here for evidence.</a>	1, 2, 7
Deliver 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. <a href="#">Click here for evidence.</a>	1, 2

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

Budgeted cost: £71,937

Activity	Evidence that supports this approach	Challenge addressed
Continue to target children with the Thrive and ELSA programmes. Increase capacity for Thrive intervention during EHCP 1:1 support.	EEF states that social/emotional/behavioural interventions have a positive impact, on average, of four months additional progress. <a href="#">Click here for evidence.</a>	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. <a href="#">Click here for evidence.</a>	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, 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
Deliver the One 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. <a href="#">Click here for evidence.</a>	3, 5, 7
TAs used to deliver a range of afterschool clubs.	EEF states that physical activity can have a positive impact on academic outcomes in other areas of the curriculum and has an average positive impact of one month. <a href="#">Click here for evidence.</a>	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, reading interest 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, which provides a solid basis for comprehension and encourages an interest in reading materials.	1, 3, 4

## 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.

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

The outcomes of the **KS2 statutory assessments** showed that:

77% of disadvantaged pupils achieved the expected standard in writing. (73% in 2023)

94% of non-disadvantaged pupils achieved the expected standard in writing.

The outcomes of the **KS1 assessments** showed that:

40% of disadvantaged pupils achieved the expected standard in writing. (30% in 2023)

47% of non-disadvantaged pupils achieved the expected standard in writing.

Progress has been made in this area. However, there is still an in-school attainment gap between disadvantaged and non-disadvantaged pupils.

#### **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 for the second year in a row.

Whole school: 95.40% (previous year 94.02%) + 1.38%

Disadvantaged: 95.30% (previous year 93.40%) + 1.90%

Non-Disadvantaged: 95.50% (previous year 94.65%) + 0.85%

#### **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, Homework and Engineering. 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.



96% of children selected that they were happy at school.

98% of children selected that the school teaches them to have a good level of mental health.

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

98% of parents selected that their child was happy at school.

96% of parents selected that the school teaches their child to have a good level of mental health.

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

97% of parents selected that the school teaches their child how to recognise risks to their wellbeing, both online and offline.

### **Children in the EYFS are regulated and accessing the curriculum - Met**

The number of reported incidents of pupils becoming severely dysregulated are as follows:

2022 to 2023: 13 incidents reported.

2023 to 2024: 10 incidents reported.

Link Academy Councillor reported that 'There is a calm atmosphere within the setting because of the layout and ambience of the room. There is space for children to take time with a member of staff for reflection if difficulties arise.'

Support and Challenge partner reported that 'The learning environment has been transformed and a new pedagogical approach adopted across the setting. This work has been recognised by the Local Authority as an example of good practice.'

'Recent changes in the environment have created classrooms that entice children to learn. Classrooms are calm and purposeful. Children are developing sustained concentration and show high levels of engagement in the independent learning activities provided.'

### **Further Information**

This report should be read in conjunction with:

- Most recent School Evaluation Form (April 2024)
- School Development Plan 2024 - 2025