

Pupil premium strategy statement – St John’s CofE 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	Data
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	9% FSM 17% Forces
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2025/2026
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	V Evans
Pupil premium lead	S Carnell
Governor / Trustee lead	E Bull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95 095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95 095

Part A: Pupil premium strategy plan

Statement of intent

- To close the gaps in learning between children and their peers
- Give support to children after quality first wave teaching
- To build children's resilience and support them with their social skills
- To give children the knowledge and strategies to succeed
- To develop children's learning so they have a greater depth of understanding in reading, writing and maths.

Challenges

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

Challenge number	Detail of challenge
1	Social skills with peers.
2	Pupil with attachment & trauma issues.
3	Poor attendance.
4	Application of previous learning to solve problems in mathematics
5	Application of previous learning to answer questions in reading
6	Reading for pleasure
7	Phonics
8	Spellings in written work
9	Significant gaps in learning

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
Children to build strong resilient relationships with peers and apply social skills.	In small groups children to play with peers and learning to take turns.
Children to develop and use a range of coping mechanisms and build their own self-esteem.	Children to understand their own mental health and to apply strategies which support them in a range of different ways.

Improved attendance for children of concern.	Children's attendance to be at least in line with national average.
Application of previous learning to solve mathematical problems	Children achieve improved scores on their in-house assessments and SAT test results.
Children to answer retrieval, vocabulary and inference questions based on a text.	Children achieve improved scores on their in-house assessments and SAT test results.
Children to foster a love of reading for pleasure.	Children to choose to read regularly as a pastime.
Most children to know all of their sounds by the end of Y1	Improve on previous results.
Children to read age-appropriate texts using phonetic knowledge	Children to nurture a love of reading while practising their phonics learning.
Spelling rules to be applied in writing	Spellings in written work to be correct
Additional support to close the gaps in the children's learning	End of year data to show improved attainment.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training	Sound Start phonics	6, 7, 8 & 9
Pride Training	Best practise approaches to help deal with behaviours and safe interventions.	1, 2, 3 & 9
Attachment and trauma training	Strategies to support children with adverse childhood experiences.	1, 2, 3 & 9

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

Budgeted cost: £ 77 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading comprehension intervention	Structured discussion around the text. Text of an appropriate level to meet the needs of the pupil. Improved vocabulary knowledge to support reading and writing. Strategies to support taught e.g. text marking. Better understanding of texts will impact on a love of reading.	5, 6, 7, 8, & 9
Maths intervention	Structured maths intervention planned around gaps in previous learning and to support children after quality first wave teaching.	4 & 9
Spelling intervention	Sound Start phonics. Groups targeted after first wave teaching of spelling rules or identified through assessment of writing.	7, 8 & 9
Phonics intervention	Sound Start phonics. Additional support to boost first wave teaching.	6, 7, 8 & 9
One to one reading sessions to support children not completing reading at home with an adult.	Application of phonetical knowledge, discussion around the text, fostering a love of reading.	5, 6, 7, & 9
Lunchtime homework support club	KS2 children to have access and support to complete their maths (multiplication) homework.	4 & 9

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

Budgeted cost: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance meetings (weekly)	Attendance team to discuss all issues raised. Communication with parents to be recorded and paperwork sent to the authority where required.	1, 2, 3 & 9
Lego and play therapy linked to social play and nurture	Supervised collaborative play. Forging relationships and giving children the opportunity to discuss their worries.	1, 2, 3 & 9
Nurture and mental well-being support	One to one and small group work to support the mental well-being of pupils identified with needs.	1, 2, 3 & 9
Additional emotional support at lunchtimes	Support at free time for those who need additional support in non-structured times. Supervision of pupils with additional needs.	1, 2, 3 & 9

After school clubs to support PP children	Structured play to build relationships and instil collaborative play.	1, 2, 3 & 9
Nurture group – forest school	Small groups of pupils to attend weekly nurture sessions which support their mental health and give opportunities to talk and build relationships.	1, 2 & 3

Total budgeted cost: £ 95050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data shows improvement from baseline to the end of year results of PP children. Some children are still working below the age related expectations, but have improved in their confidence bands. Some children have achieved their age related levels by the end of the year. More work needs doing in all areas and children's learning needs to be extended for them to achieve greater depth. Teacher assessment is supported by the use of testing in maths and reading and writing is moderated by an external English expert to ensure accurate assessments over the school.

KS2 2024 results

KS2	Academy 2024	National 2024	Average score	Academy 2024	National 2024
Subject	Expected			Greater depth	
Reading	79%	74%	105	28%	28%
Writing	76%	72%		3%	13%
GPS	74%	72%	106	33%	33%
Maths	81%	73%	106	19%	25%
Combined	76%	61%		2%	8%

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service pupil premium was used to provide resources for the after school clubs. The mental well-being of service children is supported through targeted nurture and friendship building groups.

The impact of that spending on service pupil premium eligible pupils

Children of service personnel are well supported in school. They have good relationships with their peers and this is supported through clubs and nurture. Their academic progress is monitored and assessed regularly to ensure any gaps are filled to build on their prior learning.

Further information (optional)

At the start of the academic year 2023, the data shows that there are no pupil premium pupils working at a greater depth. This is an area the school are focusing on and interventions are planned to extend the children's learning.