

Pupil premium strategy statement – St John’s C of E 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	179
Proportion (%) of pupil premium eligible pupils	7%
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)	2024-2027
Date this statement was published	22.12.2025
Date on which it will be reviewed	22.12.2026
Statement authorised by	Laura Stevenson
Pupil premium lead	Joanne Ward
Governor / Trustee lead	Rory McIntyre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,573
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>	£18,573

Part A: Pupil premium strategy plan

Statement of intent

At St John's we believe a good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (LAC), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

Our Pupil Premium Strategy has a number of wider aims:

- Reduce the attainment gap between the highest and lowest achieving pupils nationally.
- Increase social mobility.
- Enable more pupils from disadvantaged backgrounds to excel in further education.
- Broaden our children's aspirations.
- Enrich our children's life experiences - provide additional experiences and opportunities that may otherwise be unavailable to our children.

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC / PLAC pupil) is spent since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility. Schools are accountable for how we use the additional funding to support these pupils.

Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area (Sutton Trust and Education Endowment Foundation) shows that it is a complex issue, indicating that the way the money is spent is crucial. If the Pupil Premium is to succeed in achieving its ambitious goals, the choices that our schools make in allocating the money is vital so that the funding can help raise pupils' attainment and aspirations.

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities.

Challenges

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

Challenge number	Detail of challenge
1	Limited or restricted vocabulary
2	Poor mental health or low self-esteem
3	Lack of enrichment opportunities
4	Persistent lateness or high absence rates
5	Lack of family engagement or issues within the family
6	Delayed speech and language development
7	Low attainment or lack of school readiness on entry to the EYFS
8	Impact of external incidents and safeguarding issues

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
Effective support for pupils with mental health needs/low confidence/self-esteem through early assessment and targeted intervention.	Referral, assessment and intervention pathway in place. Early identification is evident. Staff confidence through a range of training to identify concerns early. Mental Health in Schools Practitioner used effectively to support children most in need. Pupil voice shows children feel supported.
Wider opportunities for Pupil Leadership to support self-esteem and personal development	PP children have the opportunity to undertake a pupil leadership role by Year 6.
Increased Enrichment opportunities	All pupil premium children have the option of attending a residential trip by Year 6. All pupil premium children have a yearly external trip and school visitor. All pupil premium children represent the school in competition by Y6. All pupil premium children attend a club. All pupil premium children have the option of wraparound care.
Reduction in number of lates and improved attendance	Attendance analysis and reporting

Embed a reading culture across the school	<p>Parents/carers read regularly with PP children as evidenced in reading diaries</p> <p>Each class has dedicated daily reading time</p> <p>Each class continues with practice learned from the OUP Reading for Pleasure programme</p> <p>Evidence of rapid, targeted intervention for lowest 20% of readers</p> <p>Improved end of year outcomes</p>
Ensuring every pupil premium child has the best possible start to Early Reading	<p>Achieving 100% pass rate in Phonics Screening Check.</p> <p>All children leave KS2 able to read fluently</p>
Pupil Premium children make rapid gains in their oracy and vocabulary development	<p>Phonics tracker shows rapid progress in Reception for PP children</p> <p>Reduced gap for Y1 phonics Assessment</p> <p>Vocabulary mapped across the curriculum</p> <p>Vocabulary development embedded in every subject</p> <p>Writing moderation in all year groups shows evidence of higher-level vocabulary in PP children's writing</p>
Provide a broad, balanced and enriching curriculum offer	<p>PP pupil voice and low stakes assessment shows that children are enjoying, learning and retaining more across a wide range of curriculum subjects.</p> <p>Strong evidence in PP books and learning of full entitlement to a wide curriculum offer.</p>
Raise Self-confidence, self-esteem and learning behaviours to ensure children are able to fully engage in learning and succeed.	<p>Decrease in behaviour incidents involving PP children.</p> <p>Pupil and teacher voice demonstrates increased self-confidence and self-esteem.</p> <p>High resilience and positive behaviour for learning is evident in the classroom.</p>
Increase family engagement and promote a positive view of school within the home	<p>Children present in school as ready for learning</p> <p>Attendance at meetings and curriculum events</p> <p>Parent survey shows impact of curriculum events</p>

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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<p>Pupil Premium children, including those with SEND, will make progress in line with their cohort peers, from their relative starting points.</p> <ul style="list-style-type: none"> - SEND PP children will have additional 'Shine Times' to work on their individual targets set in Learning Journey meetings - SEND PP children will also be targeted through additional 'Shine Time' support. This could be to address misconceptions, provide a pre-teach before the lesson or offer a greater level of challenge -SEND PP children will be targeted through effective questioning during lessons -CPD on use of TA deployment at all parts of the lesson to have maximum impact 	<p>Pupil Premium, particularly those with SEND, will be a large focus when providing feedback, this may be during the lesson or outside of the lesson in 'Shine Time'. Teachers can then immediately pick up on misconceptions/the need for pre-teach/offer greater challenge where appropriate. EEF/Sutton Trust Teacher Toolkit suggests: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Evidence indicates that one to one tuition can be effective Short, regular sessions (about 30 minutes, three to five times a week) over a set period (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	1,3,6,7,8
<p>Higher and sustained rates of progress from Reception to YR6 for prior middle and higher attaining pupils eligible for Pupil Premium.</p> <ul style="list-style-type: none"> -CPD on raising rates of attainment and targeting GDS children -CPD on deployment of TAs to deliver guided groups -Termly monitoring by Pupil Premium Lead -PMAG and PHAG PP will be a focus during Pupil Progress meetings -PMAG/PHAG PP children will be focussed on during 'Shine Times' 	<p>Pupil Premium children, including those with SEND, will make progress in line with their cohort peers, from their relative starting points.</p> <ul style="list-style-type: none"> - SEND PP children will have additional 'Shine Times' to work on their individual targets set in Learning Journey meetings - SEND PP children will also be targeted through additional 'Shine Time' support. This could be to address misconceptions, provide a pre-teach before the lesson or offer a greater level of challenge -SEND PP children will be targeted through effective questioning during lessons -CPD on use of TA deployment at all parts of the lesson to have maximum impact 	1,6,7
<p>Effective feedback is given throughout the lesson (both oral and written)</p> <ul style="list-style-type: none"> -Teachers to target PP children when giving oral/written feedback -Feedback will be specific, accurate and clear -Feedback includes specific guidance on how to improve -Teachers to plan peer evaluation opportunities (ideally pairing PP children with GDS children to raise aspirations and attainment) -Teachers will evaluate their own teaching, including use of effective 	<p>EEF/Sutton Trust Teacher Toolkit: Feedback studies tend to show very high effects on learning. (+8 months) -Shine Time have been proven to be an effective way to provide support and feedback in individual/small groups (where more focussed, individualised support can be given) -Pupil Premium pupils focused marking (teachers can then immediately pick up on misconceptions/the need for pre-teach/offer greater challenge where appropriate and organise Shine Time groups) EEF Teacher Toolkit: Evidence indicates that one to one tuition can be</p>	1,3,6,7,8

<p>feedback, through peer monitoring and recording lessons</p> <ul style="list-style-type: none"> -Personalised Shine Time interventions will be planned (this may be to address misconceptions, as a pre-teach before a lesson or to offer a greater level of challenge) - The effectiveness of regular Shine Times will be monitored and as a result, teaching may need to be adapted to best meet the needs of the children -Termly learning journey review meetings with parents to share SEND PP targets 	<p>effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (+5 months)</p>	
<ul style="list-style-type: none"> -A team-teach and coaching model shows that all staff are empowered to work together -All teaching staff receive training in a coaching model -Staff signpost each other to strong practice with support from SLT 	<p>Limited access to high-quality teaching is likely to be a key contributor to the disadvantage attainment gap, with research consistently demonstrating the positive impact of high-quality teaching on pupil attainment. On going professional development for all teaching staff and access to a coach will promote and sustain high quality teaching. Putting Staff First' (Tomsett and Uttley 2020)</p>	1,2,6,7
<p>Children use metacognition and self-regulation strategies</p> <ul style="list-style-type: none"> -Teachers should support pupils to plan, monitor and evaluate their learning throughout the lesson -Teachers should encourage children to make links with prior learning and encourage regular recall of prior knowledge to activate children's long-term memories -Teachers to verbalise their metacognitive thinking ('talking out loud') when modelling to lead to independent practice. CPD on gradual release model -Teachers to display a range of worked examples, to allow children to develop their metacognitive skills without placing too many demands on their mental resources - Weekly learning forums will provide opportunities to reflect on their learning and progress 	<p>EEF Teacher Toolkit: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (+7 months)</p>	1,2,6,7,8

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's reading skills (including their comprehension strategies) are developed and children make expected/better than expected progress in reading. -Target frequent readers from Pupil Progress -Shine Time reading comprehension focus -Reading for pleasure PP children focus interest on texts chosen	EEF/Sutton Trust Teacher toolkit: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (+6 months)	1,2,3,5,6,7
Drawing Club training for EYFS staff Children take part in Drawing Club daily to build vocabulary, oracy and self-confidence	Oral language interventions EEF (educationendowmentfoundation.org.uk) The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language	1,2,5,6,7,8
Investment in SEND training for teaching assistants	Small group tuition EEF (educationendowmentfoundation.org.uk) Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1,2,6
Family support	EEF_Parental_Engagement_Guidance_Report.pdf There is an established link between the home learning environment at all ages and children's performance at school. By offering timely and ongoing support to families, we aim to identify difficulties early, signpost to effective support and provide time and space for the wider family in order to support the child.	4,5
Curriculum opportunities provided for families to learn more about what happens in school and how to help at home.	EEF_Parental_Engagement_Guidance_Report.pdf Working with parents is proven to be high impact lost cost strategy for closing the gap.	2,4,5

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
-----------------	---	--------------------------------------

<i>Add or delete rows as needed.</i>		
<p>Social and emotional barriers lessened or removed. Children will have increased confidence and self-esteem.</p> <ul style="list-style-type: none"> -Wellbeing ambassadors, trained and supporting children in school -Wellbeing lunchtime activity groups -Referrals to outside agencies -Boomerang programme delivered to small groups -Social story work 	<p>Pupils come to school with a range of emotional concerns. The school can support when pupils have challenging days. When faced with challenging situations in class pupils show greater resilience. EEF/Sutton Trust Teacher Toolkit: On average, SEL (social and emotional learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (+4 months)</p> <p>EEF/Sutton Trust Teacher Toolkit: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (+3 months)</p>	2,4,5
<p>Improved rates of attendance for PP children (100% of PP children have good or better attendance 96%+)</p>	<p>In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary.</p> <p>Northumberland PP Attendance strategies.</p>	4,5
<p>Children engage further in extra-curricular activities</p> <ul style="list-style-type: none"> -PP children encouraged to attend -Reduced costs for PP children for clubs 	<p>A group of our pupil premium children do not have high levels of confidence/self-esteem. We want to ensure children know that they are an essential part of our school and so are encouraged to participate/lead groups in school. Our pupil premium children also have a range of skills which we encourage them to celebrate and develop (such as being child leaders, sports, performance, a love of maths, design technology).</p>	2,3,5

Total budgeted cost: £ 20,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Actions	Outcome
Raise attainment for all	Targeted support within lessons, TA training to support within lessons, targeted interventions planned and delivered	75% of our 4 PP pupils achieved the expected standard in reading and 50% achieved the expected standard in writing at the end of KS2.
Narrow the gap between disadvantaged and non-disadvantaged pupils	Targeted support within lessons, TA training to support within lessons, targeted interventions planned and delivered	The gap between disadvantaged and non-disadvantaged is narrowing in reaching a greater depth standard. The gap between context groups widens when comparing children achieving the expected standard. Teaching and learning CPD aims to reduce the gap, particularly in Maths. Increased reading support within school is implemented in all year groups. Phonics workshops for Reception and KS1 parents aims to further improve reading outcomes.
Rapid progress in EYFS so more children Year 1 ready	CPD for EYFS staff, progress monitoring throughout the year	We have had no PP pupils in the EYFS for the duration of the previous plan.
Children are able to communicate more clearly, positively impacting on reading and writing attainment	Reading for Pleasure programme through OUP, subject lead support for teachers, writing moderation in school and through LA	Pupil and staff voice shows that time is dedicated to reading for pleasure and children are enjoying books. Children enjoy the range of text types available, particularly non-fiction. Investment in a new library space is encouraging whole-class time reading for pleasure. Reading and writing outcomes are significantly higher than LA outcomes at the end of KS2.
Improved rates of attendance and lower persistent absenteeism	Supporting children through short-term part/time timetables has impacted attendance figures for this year but has demonstrated long-term	2021-22: Overall absence = 8.8% Persistent absence = 39.2% 2022-23:

	<p>improvements in EBSA. Increased support for families with clearly communicated options to help children who find school attendance challenging. CPD for school leaders about emotionally based school avoidance. High support from LAC lead teacher to ensure school attendance is encouraged and supported with tailored support in school.</p>	<p>Overall absence = 3.4% Persistent absence = 8.3%</p> <p>2023-24: Overall absence = 4.5% Persistent absence = 9.9%</p> <p>2024 - 25 Overall absence = 6.9% Persistent absence = 25%</p>
Enrich children's experiences	Carefully planned personal development programme to enhance the broad and balanced curriculum.	Pupil voice shows that pupils enjoy a wide range of experiences in school. Staff plan a wide variety of enrichment activities to support the curriculum. A wide range of extra-curricular opportunities are planned. Pupil leadership options are many and varied to suit children's strengths and interests. New opportunities for child leadership this year include Kindness Ambassadors and Peace Ambassadors.
Reduce the impact of external factors that inhibit attendance and pupil performance	<p>Named Mental Health Lead known by children, staff and families</p> <p>Mental Health practitioner linked with school to support children and families through bespoke and whole-class work</p> <p>Parent Workshops delivered by SENCO and external visitors</p> <p>Mental Health in Schools team deliver staff CPD</p> <p>Tightly planned safeguarding training for staff with weekly discussion about scenarios</p> <p>Working in partnership with external agencies who are supporting families and challenging where support could be improved</p>	We have a clear safeguarding culture with a clear training plan and evidence of all staff reporting concerns.

Parents engage and support their child's learning	Many opportunities throughout the year for parents and carers to attend events and take part in learning with their children.	Pupil voice and parent surveys show that these opportunities are valued. For PP children, we strive to target parents and carers to support attendance and varying the days and times of events to suit working patterns.
---	---	---

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We have a mentoring programme which began as a means to support PP pupils. This has expanded to include pupils who are not in receipt of PP funding but have been identified as vulnerable, whether through self-confidence issues, behavioural issues, friendship or learning issues. Staff volunteer to offer support and children are able to have a 'champion' in addition to their usual classroom support. Pupil voice shows that children really value the opportunity to have their work, behaviour or learning celebrated. Staff value the fact that they can support children in addition to their own classes.