



Pupil Premium Strategy plan 2024-25

St John's CE Academy

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

St John's CE Academy opened in September 2023 to Nursery and Reception children only.

Our pupil premium strategy as a new school and how we intend to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	9 of 153 pupils (including Nursery)
Proportion (%) of pupil premium eligible pupils	5.88%
Academic year/years that our current pupil premium strategy plan covers (1 year due to being a second year opening school)	2024-25
Date this statement was published	December 2024

Date on which it will be reviewed	July 2025
Statement authorised by	Kerry Cottrell
Pupil premium lead	Sandy Morris-Hornby
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7740
Recovery premium funding allocation this academic year	NA
Pupil premium (and recovery premium*) funding carried forward from previous years	NA
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>	£7740

Part A: Pupil premium strategy plan

Statement of intent

The overarching objective is to close the attainment gap between disadvantaged and non-disadvantaged pupils and ensure that, irrespective of background or challenges they face, pupils make good progress and achieve high attainment across all subject areas.

At St John's, in line with the 3-tiered approach in the EEF's pupil premium guide, the focus of our activities and planned spend focus on the following core areas:

- Developing the quality of teaching, including staff professional development
- Providing targeted academic support, such as small group support
- Tackling non-academic barriers to success, such as attendance, behaviour and social and emotional support.
- Ensure that disadvantaged pupils level of attendance is in line with their peers.

High quality teaching is at the centre of our approach, with a focus on the core areas where disadvantaged early years pupils require most support, for example; emotional and social development and phonics; we know that daily high-quality teaching and interactions have the greatest impact on closing the disadvantage gap, but will also serve to benefit all pupils at our school. CPD is based on developing high quality provision, interactions and teaching with a focus on research led approaches and targeted support/interventions.

This year we are strategically developing our curriculum across Key Stages and weekly staff development sessions are focusing on planning and implementation.

Our approach will be responsive to Individual needs and regular and robust diagnostic assessment - to ensure this will be effective, we will:

- Adopt a whole school approach and responsibility for raising aspiration and outcomes
- Ensure that disadvantaged pupils receive a high level of challenge

- Intervene early where barriers or challenges are identified

Use of wider strategies

At St John's, we focus on supporting children's social and emotional well-being and place high value on its importance in providing the foundations for academic progress. We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. We have a highly experienced staff team who work closely with our Inclusion Lead to implement strategies. This are reviewed regularly in accordance with the needs of our children.

We know that when children are happy and positive, they are ready to learn. Behaviour for learning and high quality PSHE provision, continues to be a high priority focus this year, ensuring children have all the skills they need to achieve across both the EYFS curriculum and into Key Stage 1. Children are provided with a variety of different experiences and can be involved in extra-curricular activities, so that they feel empowered in their learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate low entry points in Reception, especially with early language/oracy and emotional, social development (as shown via Wellcomm assessments and baseline measures in Reception) Areas of low prior achievement included both Listening, Attention and Understanding as well as Self-regulation.
2	Observations and discussions indicate that parental engagement and understanding, particularly around attendance is lower for those children eligible for PP
3	Observations and discussions indicate that some pupils may currently not be receiving the level of appropriate challenge relevant to their areas of development

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
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Improved oracy amongst disadvantaged pupils	<ul style="list-style-type: none"> • Assessments (GLD) and observations show improved oral language amongst disadvantaged pupils from baseline assessments. • Year 1 Phonics Screening assessment to show improvement in phonetic knowledge from baseline entry point.
To achieve and sustain improved attendance for all children eligible for PP, and reduce persistent/severe absence.	<ul style="list-style-type: none"> • An increase in attendance for children eligible for PP • End of year PP attendance % to be at or above 96% with the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
Improved emotional regulation amongst disadvantaged pupils	<ul style="list-style-type: none"> • Assessments (GLD) and observations show improved emotional regulation amongst disadvantaged pupils from baseline assessments. <ul style="list-style-type: none"> • Zones of Regulation approach to supporting emotional regulation embedded throughout EYFS and Key Stage 1

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embed use of validated phonics scheme</p> <ul style="list-style-type: none"> • Training for new staff. • Release time for the Early Reading and Phonics lead to monitor and coach staff. • Release time for the EYFS and Nursery lead to plan and deliver parent information sessions/workshops. • Release time for Nursery staff to observe best practice of other staff • Support from Cambrian Trust EYFS lead • Nursery lead and Nursery Room Lead to attend Language Lead Training • Development of a bespoke book spine that promotes reading for pleasure and diversity 	<p>A government approved scheme for teaching phonics and supporting early reading.</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3</p>
<p>Strategic keep up plan embedded to support development of phonics and reading</p> <ul style="list-style-type: none"> • Targeted groups identified, planned and implemented to allow children to 'keep up' • Additional training for Teaching Assistants on the validated phonics programme 'keep up' approach 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>1,2, 3</p>
<p>Improve the quality of social and emotional learning through embedding high quality whole school approaches and targeted intervention</p> <ul style="list-style-type: none"> • Embed use of the Family Links PSHE scheme in Reception and purchase You, Me, PSHE scheme for KS1 • Dedicated staff training time including regular whole staff CPD sessions including a focus on relational and restorative practices • Development of Zones of Regulation whole school approach to supporting emotional regulation. 	<p>There is extensive evidence that associates childhood emotional and social skills with improved outcomes at school and in later life.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) Oxfordshire Relational Schools Programme Restorative Practice Oxfordshire Schools</p>	<p>1, 2,3</p>

<ul style="list-style-type: none"> • Identification, planning and implementation of groups to support develop of social and emotional learning using Zones of Regulation and Talk About Schemes 		
<p>Enhancement of teaching and curriculum planning in line with the National Curriculum, EYFS Framework, Development Matters and Birth to 5 Matters.</p> <ul style="list-style-type: none"> • Joint planning time for EYFS teachers and Nursery Lead • Joint planning time for Year 1 teachers • Release time for staff to visit other Trust and non-Trust schools. • Staff training of high quality provision as part of whole staff meetings held once per term. 	<p>National curriculum - GOV.UK</p> <p>Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</p> <p>Development Matters - GOV.UK (www.gov.uk)</p> <p>Birth To 5 Matters – Guidance by the sector, for the sector</p>	1,3
<p>Strategic recruitment, coaching and CPD for staff to develop high quality daily teaching</p> <ul style="list-style-type: none"> • Leadership release time for EYFS lead to monitor and strategically plan for provision • Coaching approach used to support all staff development • Termly whole staff meeting time for targeted training • Trust wide CPD opportunities • Use of the National College library for all staff • Ongoing programme of development for Relational and Restorative Practice 	<p>National College online CPD library</p> <p>Oxfordshire Relational Schools Programme</p>	1,3

<p>Programme of curriculum enhancements</p> <ul style="list-style-type: none"> • Opportunities for Reception children to learn cycling skills • Trips to local museums (Year 1) • In school visits from external providers ie. theatre companies, farmyard • Supporting attendance of after school clubs ie. Crafts, Sports 	<p>These activities can enhance the educational experience for disadvantaged pupils, help them improve their social skills and confidence, and not miss out on activities they might not otherwise have access to.</p>	<p>2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions (and groups) targeted at disadvantaged pupils who require further phonics support</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 week.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>
<p>Additional EYFS/Year 1 TAs to provide additional support in phonics and development of early reading skills</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3</p>

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Children's emotional and social development and provide effective and efficient support for families experiencing social and emotional difficulties.</p> <ul style="list-style-type: none"> • Coffee mornings to signpost families to support • Hosting local toddler group 'GROW' to enable support and networking for local families. • Ongoing programme of development for Relational and Restorative Practice • Supporting attendance of after school clubs ie. Crafts, Sports • Oppurtunites to contribute towards the spiritual development of the school 	<p>Access to external support facilitated as necessary.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Restorative Practice Oxfordshire Schools</p>	<p>1,2,3</p>
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<p>Embed principles of good practice set out in the DFE's Improving School attendance advice</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3</p>
<p>Creating subsidised extracurricular experiences to provide aspiration and wider curriculum experience.</p> <ul style="list-style-type: none"> • Opportunities for Reception children to learn cycling skills • Trips to local museums (Year 1) • In school visits from external providers ie. theatre companies, farmyard • Supporting attendance of after school clubs ie. Crafts, Sports 	<p>Pupils need experiences to understand the world. May pupils do not have the range of varied first-hand experiences to draw upon in the same way that other pupils do.</p>	<p>1</p>

Total budgeted cost: £ 7,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception Early Learning Goals – Percentage of those achieving GLD

	Communication and Language	Personal, Social and Emotional Development	Physical Development
Cohort (35 chn)	51.4%	51.4%	68.5%
PP (7 chn)	14.2%	14.2%	71.4%
National	79.3%	82.9%	84.8%

It was quickly identified at the start of the academic year that a significant portion of the year group, including those identified as PP, were arriving with low baseline entry points for both Communication and Language and Personal, Social and Emotional Development. Furthermore, several children identified as PP also had complex SEND needs and needing additional individualised support. Children were engaged in targeted intervention including daily individual catch up phonics sessions as well as engaging in a series of social communication groups to support development of self-regulation, self-confidence and positive interactions with others.

Attendance Data

Reception	Cohort – 88.8% PP – 89.4%
Nursery	Cohort – 90.4%

Note: The majority of children were not yet of statutory school age due to the school only being open to Nursery and Reception children.

PP attendance data compared favourably to the cohort (0.6% higher) although both this and the cohort average was below the school target of 96% attendance. A significant proportion of children were not yet of statutory school age for the majority of the academic year. Moving into the current academic year, there is a continued focus on improving attendance including regular conversations with parents to provide early intervention, including for those children not yet of statutory school age. Places may be funded at breakfast club to any children identified as PP where attendance/lateness is identified as a barrier to progress.

Intended outcome	How successfully was the outcome achieved
Improved oracy amongst disadvantaged pupils	<ul style="list-style-type: none"> Assessments (GLD) and observations show improved oral language amongst disadvantaged pupils from baseline assessments. <p>White Knights English Hub, alongside support provided by the Vale Academy, were</p>

	<p>utilised to review and support the implementation of the Little Wandle Phonics Programme. Due to the unexpectedly high number of children with significantly low entry points the provision was revised during the year to create additional streamed groupings to provide tailored support to allow children to progress at a more developmentally appropriate pace.</p> <p>Additional Teaching Assistant support was utilised during the year to deliver bespoke interventions focusing on phonetic knowledge and early reading.</p> <p>Staff visited other school both within and outside the trust in order to develop provision both in the Nursery and develop a curriculum approach to support oracy development through EYFS and into Key Stage 1.</p>
<p>To achieve and sustain improved attendance for all children eligible for PP, and reduce persistent/severe absence.</p>	<ul style="list-style-type: none"> • An increase in attendance for children eligible for PP • End of year PP attendance % to be at or above 96% with the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. <p>PP attendance data compared favourably to the cohort (0.6% higher) although both this and the cohort average was below the school target of 96% attendance. A significant proportion of children were not yet of statutory school age for the majority of the academic year. Moving into the current academic year, there is a continued focus on improving attendance including regular conversations with parents to provide early intervention, including for those children not yet of statutory school age. Places may be funded at breakfast club to any children identified as PP where attendance/lateness is identified as a barrier to progress.</p>
<p>Improved emotional regulation amongst disadvantaged pupils</p>	<ul style="list-style-type: none"> • Assessments (GLD) and observations show improved emotional regulation amongst disadvantaged pupils from baseline assessments. • Whilst there was some improvement from low entry point assessment, the

	<p>percentage of children achieving CLG in Personal, Social and Emotional Development was low compared to national statistics (51.4% Cohort, 14.2% PP.)</p> <p>Social communication groups were developed to support development of self-regulation, self-confidence and positive interactions with others however there was a lack of consistent delivery of these due to significant staff absence. TalkAbout Scheme has been purchased in order to provide a more structure evidence based intervention for the next academic year.</p> <p>Additional in and out of school opportunities were sort in order to provide range of varied first-hand experiences to draw upon in the same way that other pupils do. These included a visit to the theatre and visit into school from Farmer Gows subsidised by the school. This helped to support development of relationships with others as part of the whole school community as well as increasing cultural capital.</p>
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Externally Provided Programmes

Provider	The Dare2Dream Foundation
<ul style="list-style-type: none">To improve emotional literacy and develop self-regulation strategies for a pupil with complex SEMH needs	<p>Dare2Deam were engaged in consultation with OCC as an alternative provider in order to develop a highly bespoke social and emotional wellbeing and positive behaviour support strategy for a child with significant emotional regulation needs.</p> <p>Session were conducted with a practitioner in conjunction with school on a weekly basis for the Summer term.</p>