



# Pupil Premium Strategy plan 2023-24

## 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	10 (including Nursery)
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>1 year due to being a new school</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024

Statement authorised by	Kerry Cottrell
Pupil premium lead	Annette Polley
Governor / Trustee lead	Sue Hunter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,403
Recovery premium funding allocation this academic year	NA
Pupil premium (and recovery premium*) funding carried forward from previous years	NA
<b>Total budget for this academic year</b> <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>	£9,403

# 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 in EYFS with a focus on research led approaches and targeted support/interventions.

This year we are strategically developing our curriculum and weekly staff development sessions are focusing on planning and implementation. High quality texts are used with the Early Years to develop and promote a love and culture of reading.

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 in raising aspiration and outcomes
- Ensure that disadvantaged pupils receive enough challenge in EYFS

- 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 EYFS 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, is also a focus this year, ensuring children have all the skills they need to achieve across the EYFS curriculum. Children are provided with a variety of different experiences and 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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)
2	Observations and discussions indicate that parental engagement and understanding, particularly around attendance is lower for those children eligible for PP

## 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
Improved oracy amongst disadvantaged pupils	<ul style="list-style-type: none"> <li>Assessments (GLD) and observations show improved oral language amongst disadvantaged pupils from baseline assessments.</li> </ul>
To achieve and sustain improved attendance for all children eligible for PP, and reduce persistent/severe absence.	<ul style="list-style-type: none"> <li>An increase in attendance for children eligible for PP</li> <li>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.</li> </ul>
Improved emotional regulation amongst disadvantaged pupils	<ul style="list-style-type: none"> <li>Assessments (GLD) and observations show improved emotional regulation amongst disadvantaged pupils from baseline assessments.</li> </ul>

## 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embed use of validated phonics scheme</b></p> <ul style="list-style-type: none"> <li>• Training for new staff.</li> <li>• Release time for the Early Reading and Phonics lead to monitor and coach staff.</li> <li>• Release time for the EYFS lead to plan and deliver parent information sessions/workshops.</li> </ul>	<p>A government approved scheme for teaching phonics and supporting early reading.</p> <p><a href="http://www.gov.uk">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></p>	<p>1, 2,</p>
<p><b>Strategic keep up plan embedded to support development of phonics and reading</b></p> <ul style="list-style-type: none"> <li>• Targeted groups identified, planned and implemented to allow children to 'keep up'</li> <li>• Additional training for Teaching Assistants on the validated phonics programme 'keep up' approach</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>1,2</p>
<p><b>Improve the quality of social and emotional learning through embedding high quality scheme</b></p> <ul style="list-style-type: none"> <li>• Purchase of the Family Links and You, Me, PSHE scheme</li> <li>• Dedicated staff training time</li> <li>• Identification, planning and implementation of groups to support develop of social and emotional learning.</li> </ul>	<p>There is extensive evidence that associates childhood emotional and social skills with improved outcomes at school and in later life.</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>

<p><b>Enhancement of teaching and curriculum planning in line with the EYFS Framework, Development Matters and Birth to 5 Matters.</b></p> <ul style="list-style-type: none"> <li>• Joint planning time for EYFS teachers and Nursery Lead</li> <li>• Release time for staff to visit other Trust and non-Trust schools.</li> <li>• Staff training of high quality EYFS provision as part of whole staff meetings held once per term.</li> </ul>	<p><a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/early-years-foundation-stage-eyfs-statutory-framework-2017.pdf">Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</a></p> <p><a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/development-matters-2017.pdf">Development Matters - GOV.UK (www.gov.uk)</a></p> <p><a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270222/birth-to-5-matters-guidance-by-the-sector-for-the-sector-2017.pdf">Birth To 5 Matters – Guidance by the sector, for the sector</a></p>	<p>1,2</p>
<p><b>Strategic recruitment, coaching and CPD for staff to develop high quality daily teaching</b></p> <ul style="list-style-type: none"> <li>• Leadership release time for EYFS lead to monitor and strategically plan for provision</li> <li>• Coaching of EYFS staff</li> <li>• Termly whole staff meeting time for targeted training</li> <li>• Trust wide CPD afternoon for nursery staff</li> <li>• Use of the National College library for all staff</li> </ul>	<p>National College online CPD library</p>	<p>1</p>

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (and groups) targeted at disadvantaged pupils who require further phonics support	<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><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1
Additional EYFS TAs to provide additional support in phonics and for CL	<p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1



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

Budgeted cost: £1, 403

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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"> <li>• Coffee mornings to signpost families to support</li> <li>• Hosting local toddler group 'GROW' to enable support and networking for local families.</li> </ul>	<p>Access to external support facilitated as necessary.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	

<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><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>1, 2</p>
<p>Creating subsidised extracurricular experiences to provide aspiration and wider curriculum experience.</p>	<p>Pupils need experiences to understand the world. Many 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: £ 9,403**

## **Part B: Review of the previous academic year**

Not applicable. St John's CE Academy opened in September 2023.