

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 Middle Academy
Number of pupils in school	652
Proportion (%) of pupil premium eligible pupils	25.6% (167/652)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	17.12.23
Date on which it will be reviewed	November 2024
Statement authorised by	Alison Elwell
Pupil premium lead	Doug Owen
Governor / Trustee lead	Sally Keepax

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year: £1,455.00 per PPE pupil in KS2 (Y5 40, Y6 50) - £130,950 £1,035 per PPE pupil in KS3 (Y7 42, Y8 25) - £69,345 £335 per pupil Service Premium (4 pupils) - £1,340 £2,530 per pupil PP+ (5 Pupils) £12,650 £2,410 per pupil Post-CLA (2 Pupils) £4,820	£200,295 £214,285
Recovery premium funding allocation this academic year; - £145 per eligible KS2 pupil – 90 pupils - £13,050 - £276 per eligible KS3 pupil – 67 pupils - £18,492 <ul style="list-style-type: none"> • pupils who are eligible for free school meals (FSM) All shown as PPE • pupils who have been eligible for free school meals at any point in the last 6 years – All shown as PPE • children looked after by local authorities and referred to as looked-after children (LAC) – All shown as PPE • post looked-after children (post-LAC) also marked as PPE 	£31,542
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£245,827

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We believe **all** children deserve the opportunity to nurture their individual talents and to achieve their true potential. At St. John's Middle School, our school vision is;

*to be a school where **every individual** in our community is valued as a child of God and where care and concern for others is key. We will be guided by the Christian values of love, forgiveness, integrity and perseverance. We expect everyone to 'Give of their Best', achieve their full potential, be good citizens and respect difference in our growing global world.*

We therefore have high expectations for **all** pupils and offer opportunities and support to allow them to give of their best. We seek to include all pupils, by giving each person value, dignity and an opportunity to belong and participate. We seek to educate the whole person in a way that offers new starts and opportunities, thereby improving pupil outcomes in all areas and promoting greater future prospects and life opportunities.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our Pupil Premium Strategy targets the core areas that children need to achieve well, in order to prepare them for adulthood;

- We ensure that high quality teaching and learning opportunities meet the needs of **all** pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- We focus on the core skills of reading, writing and mathematics as well as personal and social development in order to secure the skills required to access all other areas of learning. Greater levels of literacy (both written and oral) and numeracy are essential to future success. Having good attendance in school contributes to this and ensures that children make the best possible progress through increased access to quality first teaching.
- By using Pupil Premium funding to improve attendance, this will in turn lead to improved academic outcomes and future employability and lead to greater life outcomes for our pupils.
- We ensure pupils have increased access to a range of support systems, including social-emotional and mental health, extra-curricular opportunities including school trips and visits and curriculum support from targeted resources in identified areas where improvement is required.

What are the key principles of your strategy plan?

The key principles of our Pupil Premium Strategy are to invest in high-quality, evidence-based CPD and interventions to ensure that the money is spent on proven projects. We use evidence from the Education Endowment Foundation to provide the rationale for our Pupil Premium Strategy, ensuring that all expenditure has a secure basis for success. We also ensure analysis of individual and group school data identifies key barriers to learning and ensure money is used appropriately to work towards overcoming these. We believe in continuous professional development for all of our staff and when implementing any changes or improvements in school, we ensure that all key staff and stakeholders receive the training they need to be able to deliver any interventions or teaching methods with integrity to the programme.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading fluency and comprehension rates are lower for pupils eligible for PP than for non-PP pupils.</p> <p>91% made expected progress in English GL Assessments from Entry to Exit. (Above GL National of 75% but remains a focus based on assessment analysis) of other year groups.</p> <p>On entry to year 5 2023, 46% of pupils eligible for PP were at ARE for reading compared with 66% of all pupils.</p>
2	<p>Writing attainment is lower for pupils eligible for PP than for non-PP pupils.</p> <p>On entry to year 5, 2023, 34% of pupils eligible for PP were considered to be at ARE for writing compared with 55% of all pupils.</p>
3	<p>Attendance for pupils eligible for PP is lower than for non-PP pupils. At the end of the academic year to July 2023, data shows that attendance for pupils eligible for PP was 89.8% compared with 93.8% for non-PP.</p> <p>Parental attendance was lower at Parents evenings for PP Pupils (33%) than non-PP pupils (71%).</p>
4	<p>Analysis of social and emotional regulation data sources including; 'Landscape of the Mind questionnaires,' Recovery Support records and Epraise records, highlight differences at pupils' starting points in their self-esteem and self-view.</p>
5	<p>Families on low-income or who have suffered financial hardship, particularly during the challenging economic climate, may require support with school expenses such as uniform, equipment and trips.</p>

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
Increase the percentage of PP Pupils making expected, or better, progress and working at an age-related standard in reading and writing.	The gap in attainment between pupils eligible for PP and non-PP will not increase with more pupils eligible for PP meeting age- related expectations.
Pupils working below age related standard make accelerated progress through well-planned targeted interventions.	Improvement in attainment via GL testing at the start and end of year. Improvement in writing attainment compared to baseline assessments. Provision outcomes demonstrate positive impact.
Increase attendance at school and parental engagement.	Attendance gap for pupils eligible for PP will not increase. PP Attendance to be in line with target of 96%. Increased attendance at Parent's Evenings, of parents of PPE pupils.
Behaviours for learning, positive mental health and wellbeing and positive relationships more evident in core group of high focus pupils	Landscape of the Mind outcomes demonstrate increases for identified pupils. Outcomes of support plans demonstrate positive impacts. Reduction in time required from Recovery Support for identified pupils.

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:42,194.

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Effective ongoing programme of CPD to improve teaching in all subjects and knowledge of areas identified. (Subscription to National College CPD)</p> <p>All subject Leaders support staff in their teams to ensure Quality of Education in their individual subject.</p>	<p>Effective Teacher Professional Development? A Systematic Review and Meta-analysis (Education Endowment Foundation research Oct 2021) +2 months progress</p>	1, 2
<p>Subscriptions to subject specific online services e.g, Times tables rockstars.</p>	<p>EEF Mastery Learning +5 months EEF - +5 months progress through high-quality homework</p>	1, 2
<p>Participation in RADY Programme (Raising Attainment of Disadvantaged Youngsters)</p>	<p>RADY progress and attainment data. Effective Teacher Professional Development? A Systematic Review and Meta-analysis (Education Endowment Foundation research Oct 2021) +2 months progress</p>	1, 2
<p>Develop senior and middle leadership through effective CPD Key members of staff with leadership potential to complete National Professional Qualifications for Senior/Middle leadership</p>	<p>NPQ: Leading Teacher Development Framework Oct 2020 Effective Teacher Professional Development? A Systematic Review and Meta-analysis (Education Endowment Foundation research Oct 2021) +2 months progress</p>	1, 2, 4
<p>Implement regular TA CPD – Training in fortnightly sessions led by SENDCo. TA CPD, including Precision Teaching.</p>	<p>EEF - Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants +4 months when effectively deployed</p>	1, 2, 4
<p>Phonics intervention programme for KS2 with appropriate staff training</p>	<p>EEF – Phonics programme +5 months progress</p>	1
<p>Targeted TA training to support precision teaching</p>	<p>EEF Mastery Learning +5 months</p>	1
<p>Further embed effective metacognitive teaching and learning strategies, through ongoing CPD.</p>	<p>EEF- Metacognition and Self-regulation +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4

Further embed feedback and formative assessment across the school to improve learning	EEF Teaching and Learning Toolkit - +8 months progress through effective feedback practices	1, 2
Embed High-quality teaching sequences supported by regular retrieval practice activities to aid retention, supported by practical use of Knowledge Organisers across the school.	EEF Mastery Learning +5 months	1, 2, 4
Ongoing training on areas identified in the school Early Help Statement and on pastoral support available in our local area. Specific training for specific roles on pastoral support. (Examples include: Family Support Worker training, ELSA and Safeguarding Lead training)	EEF Social and emotional learning +4 months EEF Press Release Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – new EEF guidance	3, 4

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

Budgeted cost: £134,352

Activity	Evidence that supports this approach	Challenge number(s)
1:1 Daily Reads with identified pupils	EEF Reading comprehension strategies +6 months	1
Social Emotional and Mental Health Support Groups/Interventions and the Recovery Support System	EEF Social and emotional learning +4 months EEF Press Release Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – new EEF guidance	3, 4
Provide highly targeted, specialized support for key pupils in Launch pad.	EEF Small Group Tuition +4 months EEF Reducing class size +2 months	1, 2
Nessy Reading & Spelling - a web-based reading programme for students 5- 12 years of age who have reading differences such as dyslexia.	EEF – Phonics programme +5 months progress	1
Homework Club is provided daily, allowing pupils to complete homework tasks and providing access to technology where needed.	EEF – Homework +5 months	1, 2
GL, PIRA, PUMA and Star Reader assessments to identify areas of the curriculum requiring more focus, address gaps and monitor progress.	Evidence on assessment and feedback from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.	1
Reduced class sizes Setting is structured to accommodate a seventh, smaller set	EEF Reducing class size +2 months	1, 2
Small group tuition focussing on reading writing and maths	EEF Small Group Tuition +4 months	1, 2
Screening and delivery of Read Write Ink – Fresh start Phonics intervention	EEF – Phonics programme +5 months progress	1
Provision Mapping (intervention monitoring, Learning Plans and attainment)	Monitoring interventions/provisions and ensuring their impact is measured contributes to effective, timely identification of children who are not making expected progress so that further intervention can be implemented.	1, 2, 3, 4, 5
Teaching Assistant support in-class in English lesson target classes for rapid intervention	Maximising the Impact of Teaching Assistants – Education Endowment Foundation research EEF Toolkit - +4 months progress	1, 2, 4

Educational Psychologist Additional Hours purchased to support staff and pupils with approaches	Special Educational Needs in Mainstream Schools - EEF Guidance report	1, 2, 3, 4
School Led Tuition – top up	EEF – 1:1 tuition + 5 months progress	1, 2
Provision of translation technology for key EAL pupils	‘Empowering learners of English as an additional language: translanguaging with machine translation’ Ronan Kelly & Heng Hou (2022)	1

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

Budgeted cost: £69,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer monitoring and actions.	Attendance interventions rapid evidence assessment – Education Endowment Foundation current study EEF Using your pupil premium funding effectively	3
Students identified for invitations for breakfast club if deemed beneficial by school.	National School Breakfast Programme EEF Magic Breakfast Benefits identified that it was not the breakfast that gave the benefits but where there were 'other social or educational benefits of the club.' Also, in the EEF's Improving Behaviour Report it states "Another simple strategy with good evidence behind it is offering free, universal breakfast clubs before school starts, which has been found to prepare pupils well for learning."	3
Extra-curricular / curriculum enhancement funding	EEF Study - Arts participation +2 months progress, Sports Participation +2 months	4
Epraise online booking system for parents evening	EEF parental engagement	3
Parent drop in sessions.	EEF Parental engagement +4 months	1, 3, 4
Epraise used to communicate and give access to homework, attendance and behaviour information.	EEF Parental engagement +4 months	1, 3, 4
Changes to lunchtime structure to offer greater social opportunities an increased sense of community and increased supervision.	EEF Improving Behaviour in Schools – Guidance Report	4
Further embedding of Behaviour and Relationships Policy as well as Trauma Informed supportive interventions.	EEF Improving behaviour in schools report. https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools	4
Levelling Fund And Pupil Premium Mentor (e.g. support with costs of uniform, PE kit, school equipment)	This is supported by partner agencies in our community and the statement in the EEF guidance that says 'While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category' We take every opportunity to make students from more disadvantaged backgrounds feel a part of the school.	5
Additional support clubs, including lunchtime and gardening clubs for key pupils.	EEF – Physical activity +1 month EEF – Teaching Assistant Interventions + 4 months	4

Total budgeted cost: 245,827

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 2021 to 2022 academic year.

End of year data 2023:

2022 Entry to Exit Data

- 91% of PP pupils made expected progress and 76% made accelerated progress in **English**, compared to national figures of 75% and 25%. This shows that a good proportion of our PP pupils are closing the gap when compared to national data.
- 100% of PP pupils made expected progress and 87% made accelerated progress in **Maths**, compared to national figures of 75% and 25%. This shows that a significant proportion of our PP pupils are closing the gap when compared to national data

Measure	Maths	English
Percentage making expected progress from entry to exit	100% (GL Nat 75%)	91% (GL Nat 75%)
Percentage making accelerated progress from entry to exit	87% (GL Nat 25%)	76% (GL Nat 25%)
Attainment – Average APS School entry to exit in Year 8	Entry APS – 84.67 Exit APS – 98.92	Entry APS – 89.42 Exit APS – 96.58

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy	Nessy Learning
Star Reader	Renaissance
In Print 3	Widget
Provision Map	EduKey

Further information

We work closely with the local charities 'Home-start' and 'The Basement Project' to provide our families with additional food in the form of referrals to the Food Bank as well as seasonal hampers and winter warmer packs for times of heightened need.

Each year all items given as part of the Harvest celebration are donated to local charities such as Home-start.

School uniform which is no longer required, is donated to the school and is then sold or provided so that families on low incomes can purchase their child's uniform at a much lower cost than buying it brand new.

Where required, shoes are provided (non-uniform) for families in need and these are distributed to those who we know struggle to clothe their children on a day-to-day basis. We also provide pre-loved uniform to those families that require it.

As part of our Early-Help offer we signpost parents to assistance and work closely with BDHT (Housing) and other local agencies such as NHS Starting Well who offer financial and parenting support. A full list of agencies can be found in our Early Help Statement on the school website.