

# Pupil premium strategy statement for St John's 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | St John's Marlborough               |
| Number of pupils in school  | 1311 (7-11)                         |
| Proportion (%) of pupil premium eligible pupils   | 12.66% (166) (174 on our list)      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024 – 25<br>2025 – 26<br>2026 - 27 |
| Date this statement was published   | Dec 24                              |
| Date on which it will be reviewed   | September 25                        |
| Statement authorised by   | Alan Henderson                      |
| Pupil Premium lead  | Sam Cartland                        |
| Governor / Trustee lead   | Richard Johnson                     |

## Funding overview

| Detail   | Amount                            |
|--|-----------------------------------|
| Pupil premium funding allocation this academic year  | £228,180.00 (April 2024-May 2025) |
| Recovery premium funding allocation this academic year   | 0                                 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | 0                                 |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding,<br>state the amount available to your school this academic year | £228,180.00                       |

## Part A: Pupil premium strategy plan

### Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our intention is that all pupils irrespective of their background or the challenges they face make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged learners to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by vulnerable learners, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To achieve these objectives, we aim:

1. To ensure that all disadvantaged pupils **participate** the academic and wider curriculum to the same extent as their peers
2. To ensure that disadvantaged pupils on average make **increasingly substantial progress** year on year (i.e., Achieve on average a positive value-added Progress 8 Score over 5 years (2029)
3. To increasingly address and **remove the barriers** faced by our disadvantaged pupils by adopting and incorporating the Wiltshire educational disadvantage charter.
4. For Disadvantaged post 16 destination data to reflect an increasing number of pupils accessing **level 3 pathways**

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF (Education Endowment Foundation), which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD (Continuing Professional Development) to ensure that the whole school staff have a shared understanding that 'disadvantage is a multifaceted issue that goes beyond labels and simple criteria. This is supported by the recruitment/ retention of high-quality teaching staff. Internal data suggests that poor attendance and weak literacy is a substantial barrier for many of our pupils, especially disadvantaged pupils, and therefore improving attendance and developing literacy in both Key Stage 3 and 4 is central to this plan, alongside other specific interventions based on identified need. Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our disadvantaged pupils, especially for our Looked After Children, Post Looked After Children and Ukrainian refugees. As such funding is directed to ensure that high quality pastoral care is available to all pupils, including a specific specialist team to support the most vulnerable pupils.

What are the key principles of our strategy plan?

**The strategy plan is based on the following principles:**

- That we promote an ethos that promotes the school's ethos of "Challenge, Resilience and Independence" for all, regardless of disadvantage or need.
- That we are an evidence-based school, and that decisions and interventions should be informed by research and data with regular evaluation of provision

- That the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF and the Wiltshire Educational Disadvantage Charter.
- That developing literacy of pupils, especially where literacy is below chronological age is essential so that pupils can access the wider curriculum.
- That providing high quality pastoral and Careers Education Individual Advice and Guidance support is essential to meet the wider needs of all pupils.
- That the use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of funding.
- That specific interventions should be based on identified need, prioritising strong relationships and a personalised approach.
- Red That PP funding is leveraged to benefit as many pupils as possible, including non-disadvantaged pupils.
- Blue Clear, responsive leadership – setting high aspirations and shared responsibility for raising attainment by all staff

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Disadvantaged pupils have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4 This evident in the Year 7 data which shows that disadvantaged students have an Average EAP of -0.7 compared to Non disadvantaged -0.6.  |
| 2                | Disadvantaged pupils' attendance is lower than their peers. September 21 – October 21 Disadvantaged attendance was 88.71% compared to non-disadvantaged 91.13%. For all students' attendance (in non-Covid times) to be in line with national average 94.4% or higher.  |
| 3                | Disadvantaged pupils' reading ages are lower on average than their peers on entry to the school. 23% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers.  |
| 4                | Disadvantaged pupils' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort. Average effort score of a disadvantaged student is 4.3 compared to peers 4.5.   |
| 5                | Disadvantaged pupils' home learning environment, social capital, and parental engagement (e.g., attendance at parents' evenings) is on average lower than their peers, With many pupils living in areas of significant deprivation, especially educational deprivation. 20% of disadvantaged pupils' parents did not attend Parent's evening compared to 10% of non-disadvantaged (November 2024) |

## 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   |
|--|--|
| <p>Disadvantaged pupils progress improves in all year groups</p> <p>Improved attainment and entry into the English Baccalaureate among disadvantaged pupils at the end of KS4.</p>   | <p>Progress data for Y10 and Y11 shows a narrowing gap. The difference between Disadvantaged KS3 students' attainment compared to targets is comparable to peers. By the end of our current plan 2027, 75% of all, including those from disadvantaged backgrounds enter the English Baccalaureate (EBacc) Last year the figure was 39% for disadvantaged compared to 64% of non-disadvantaged students. Disadvantaged students to have a positive P8 score.</p>    |
| <p>Improved attendance of disadvantaged pupils. Our attendance data over the past year 2024 specify the year has been 3% lower than for non-disadvantaged pupils.</p>  | <p>Attendance for disadvantaged pupils in line with peers by 2027. The overall absence rate - for all pupils being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged peers being reduced. (National average 94.4%)</p>  |
| <p>The literacy gap in reading has reduced between disadvantaged and their peer group. Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last year, 23% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers. This gap remains steady during pupils' time at our school</p> | <p>Literacy monitoring tools show an improvement in all literacy measures. Improved reading comprehension among disadvantaged pupils across KS3. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.</p> |
| <p>Ensure that all pupils experience a positive learning environment where all pupils feel challenged and confident to contribute and to ask questions.</p>  | <p>Learning walks and Class Charts data show effective use of behaviour for learning strategies and routines in line with whole school policy. The number of sanctions is reduced and behaviour in and out of lessons reflects this.</p>   |
| <p>Disadvantaged pupils to engage in a wide range of enrichment activities to the same level as their non-disadvantaged peers. This will build social capital and encourage personal growth.</p>   | <p>An effective system of tracking of participation is put in place</p> <p>Levels of engagement for disadvantaged pupils is in line with non-disadvantaged pupils by 2027</p>  |
| <p>Provide high quality CEIAG provision to all disadvantaged pupils i.e.:</p> <ul style="list-style-type: none"> <li>• Improve access to further education paths in to post 16 education.</li> <li>• Ensure all disadvantaged pupils provided with at least two meaningful encounters with a careers adviser.</li> </ul>   | <p>Attendance of disadvantaged pupil's parents and pupils at Sixth Form open event in line with peers by June 2025.</p> <p>Apprenticeship and college information event provided to all year 11 pupils, with attendance of disadvantaged pupils in line with non-disadvantaged pupils.</p>   |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Improve attendance of disadvantaged pupils on careers related trips and experiences.</li> <li>• Improve access to further education paths in to post 16 education.</li> <li>• Ensure all Disadvantaged pupils provided with at least two meaningful encounters with a careers adviser</li> </ul> <p>The aim to ensure all disadvantaged students make successfully transitions and none are NEET post 16.</p> | <p>All Year 9-11 pupils to have 1 career related trip / experience per school year. Attendance of disadvantaged parents and pupils at Sixth Form open event in line with non-disadvantaged by June 2025.</p>  |
| <p>Increase disadvantaged pupil's parents' engagement with school</p>  | <p>Attendance at parents evening for Disadvantaged pupils is in line with their peers by 2027. Currently there is a 20% gap between attendance rates of for non-disadvantaged parents compared to disadvantaged parents based on 2023/4 parents evening data.</p> |

## 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: £120 000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Recruitment and retention of key specialist teachers - Making sure pupils have teachers who are specialists   | Research reported by the DFE (Department for Education, 2015), Supporting the attainment of disadvantaged pupils suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher.  | 1,4                           |
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching, and support to suit our pupils, and sharing best practice. This | Supporting the Attainment of disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.<br><br>Wider educational literature e.g., Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2024) which claims significant improvement in learning e.g., Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months | 1,4                           |

|  |  |      |
|--|--|------|
| approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.               |  |      |
| CPD and T&L briefings implemented to develop consistent high-quality behaviour for learning techniques in all lessons. Literacy will be a key focus of sessions. | CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g., Rodgers (2015) This is further supported by the EEF Tool Kit (2024) which claims that effective behavioural management strategies <a href="#">have</a> a benefit of significant improvement in learning i.e., +4 Months to learning                                    | 1,4  |
| Regular assessments to identify underperforming pupils and to signpost interventions.  | Wider educational literature e.g., Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2024) which claims effective assessment has a significant improvement in learning i.e., +7 months impact  | 1, 4 |
| QA led by teaching and learning Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice.                        | DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development.'<br>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice. | 1, 4 |

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

Budgeted cost: £48 000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Providing subject specific revision and intervention sessions. E.g., In school &amp; lunchtime sessions.<br/>Providing specific revision material e.g., revision guides</p>  | <p>Engagement scores for disadvantaged pupils during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>Internal assessment data suggests that targeted academic intervention of grade 4/5 pupils has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2024) which reports that extending school day has an effect of + 3 Months.</p> | <p>1,5,6</p>                  |
| <p>Increased 1:1 career adviser Interviews</p>  | <p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Career's interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>   | <p>1,4</p>                    |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary School guidance KS3 Accelerated Reader. Promote programme to staff in other departments in twilight sessions</p> | <p>Accelerated reader has been reported (Baye, Slavin, &amp; Haslam, 2019) to have a significant effect size of +0.24 (p&lt;.05).</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked to attainment in English and Maths</p>                                   | <p>1,3</p>                    |
| <p>Small group tuition using National Tutor Programme</p>   | <p>EEF Toolkit (Education Endowment Foundation, 2024) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months</p>   | <p>1,6</p>                    |

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

Budgeted cost: £60 000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> <li>Review and update attendance policy</li> <li>Incorporate attendance into transition planning</li> <li>Work with disadvantaged pupils' parents and pupils to identify specific barriers to attendance</li> <li>Target support based on specific barriers</li> </ul> | <p>Research presented by organisations such as Welsh Assembly Government (2011) &amp; Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. The DfE (Department for Education) guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> | <p>1, 2</p>                   |
| <p>Provide high quality pastoral care including mentoring and support of vulnerable pupils by Pastoral Team</p>   | <p>EEF Toolkit (2024) reports that mentoring has a +2-month benefit to pupils</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>   | <p>1,4</p>                    |
| <p>Embedding the Trauma Informed Schools Approach across the school to deliver right-time and reparative support for adolescent social and emotional development.</p> <p>Use of ImpactEd to monitor through the Wellbeing survey.</p>   | <p>Based on neuroscientific research and an understanding of the brain's "neuroplasticity." The impact on staff approaches towards behaviour being key. <a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></p>  | <p>1,2,5,6</p>                |
| <p>Expand the alternative provision (AP) on site and the staff who deliver this by:</p> <ul style="list-style-type: none"> <li>AP staff to provide INSET to class teachers for individual pupils they work with.</li> </ul>   | <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>   | <p>1,4</p>                    |

|  |   |              |
|--|---|--------------|
| <ul style="list-style-type: none"> <li>Bespoke curriculum package established for learners at risk of exclusion.</li> </ul>  |   |              |
| Work with partners (DFE, Wilts Council) to provide laptops and ICT access for all pupils   | Wider literature e.g., Colman (2021) shows that disadvantaged pupils significantly affected by digital divide, especially during pandemic.  | 5,6          |
| <p>Increase Parents Evening engagement by:</p> <ul style="list-style-type: none"> <li>Develop early online booking for disadvantaged parents</li> <li>Where disadvantaged pupil's parents have not attended, encourage alternative contact via Pastoral staff</li> </ul> | <p>Current anecdotal evidence suggests that many disadvantaged pupil parents are unaware of parents evening resulting in poorer attendance (approx. 10% gap)</p> <p>EEF Toolkit (2024) reports that that effective parental engagement can have +2 months benefit to student progress</p> | 5,1          |
| Ensure that pupils can access full taught and extracurricular activities. Tracking of participation using Evolve.  | EEF's tool kit reports +2 months benefit from both arts and sports participation  | 5            |
| Continued development of leadership of disadvantaged e.g., Continued appointment of pupil premium co-ordinator   | The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement   | 1,2,3,4,5,6, |
| Increase number of careers events attend by Year 9-11 pupils to 1 per year   | CEC report (2020): <u>highlights importance of careers guidance</u> . Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement.  | 1 ,4         |
| Creation of "data team" to ensure robust tracking systems are in place   | The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement  | 1,2,3,4,5,6, |

**Total budgeted cost: £228 000**

## 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 2023 to 2024 academic year.

| Performance of Year 11 PP                           | St John's PP<br>(non-PP) |
|---|--------------------------|
|   | 2024                     |
| Progress 8 score                                    | 0.07 (0.47)              |
| Attainment 8 score                                  | 4.3 (5.4)                |
| % Achieving a strong pass English and Maths (9-5)   | 11 (140)                 |
| % Achieving a standard pass English and Maths (9-4) | 24 (183)                 |
| % Achieving a standard pass English Baccalaureate   | 10 (123)                 |
| P8 Open (best remaining)                            | 0.10 (0.49)              |

## REVIEW OF PP FUNDING ACADEMIC YEAR: 2023/24

### Teaching and Learning

#### Review November 2024

Progress 8 (P8) data demonstrates the sustained and consistent achievement for our Disadvantaged cohort, with our year 11 students achieving a P8 of 0.07 compared to 0.47 for our non-PP students. Disadvantaged students at St John's achieve better outcomes in P8 measures compared to students locally and nationally.

High expectations for all, are demonstrated through our ambitious curriculum, 57% of Pupil Premium students were entered for the EBacc and 37% achieved the standard pass compared to 28% LA and 31% nationally.

Regular CPD was delivered across the school embedding Rosenshein's principles and supporting with the development of strategies to support the progress of all learners. A joint approach was also used to focus on our 29% overlap with SEND students. The use of class charts, one-page profiles for those with SEN and staff briefings increased staff knowledge of our cohort and ensured effective support our PP learners. Each member of staff was issued with a PP 'Quick guide' to support high quality teaching.

Data analysed from SISRA analytics indicate that our year 7 cohort finished the academic year with an average EAP difference of 0.8, exceeding our non-disadvantaged pupils who had an average EAP difference of 0.1. Year 9 also demonstrated great progress, exceeding our non-disadvantaged pupils with an average EAP of 0.1 compared to -0.1. However, our year 8 cohort finished the academic year with an average EAP gap of 0.3. Year 10 cohort finished the academic year with current MLOs (Most Likely Outcomes) indicating a P8 of 0.05 with a gap present and non-disadvantaged pupils currently demonstrating a MLO of 0.45. Year 9 and 11 will be a targeted focus.

## Targeted support

### Review November 2024

Throughout the school year pupil premium and recovery premium funding supported leaders in providing further targeted support for our most vulnerable learners; disadvantaged students, those with SEND and students with safeguarding concerns. Through our whole school monitoring, evaluation, and review cycle there was a relentless focus on quality first teaching. Targeted support and wider support strategies have been implemented effectively and continue to have an impact on all disadvantaged students.

Regular analysis of school data from internal assessment is used to raise the profile of underperforming students and coordinate targeted support across faculties. Rosenshein's principals underpinned these teaching and learning strategies and along with use of reward systems, clear communication home with parents and guardians and use of class charts PP students continue to make good progress.

Literacy remained a high-level focus. The use of Accelerated Reader and Bedrock reading programmes provided targeted intervention to sure early readers and those below chronological reading age made sustained progress. Literacy was a CPD focus and on the Academy Improvement Plan. Students identified for literacy interventions in Year 7 were provided with a reading mentor who met with them weekly.

Mentoring Programme targeted at Y7 PP students - 99% of PP students accessed a 6thform or TA mentor which ran internally last year.

## Wider Strategies

### Review November 2024

All disadvantaged students have resources for effective learning. Students are provided with revision guides, work booklets and stationary from our library.

Vulnerable students meetings ensure a coordinated and effective team response to meet the students' individual needs. These meetings are attended by DSL, SENDCo, HOY, Pastoral TEAM, AP lead and PP coordinator. Further meetings have been introduced this year with the AVP and Attendance Officer to specifically focus on driving improvement and removing the barriers to attendance.

Attendance is a key focus for the Trust and the School, a ambitious target has been set in the Academy Improvement Plan to be 1% above national average. The school have appointed a new Vice Principal with experiencing in driving improvement in whole school and individual students attendance, who works closely alongside a newly appointed Assistant Vice Principal (with responsibility for attendance). A graduated response has been designed and implemented to allow supportive measures to be put in place before a student becomes persistently absent from school. Attendance mentors has been appointed from sixth form to mentor students in KS3 to gather student voice to further improve individual students attendance. Attendance letters and communicates via the newsletter have increased to educate parents. A whole school tracking and monitoring system is used to ensure all students are supported including allocation of a lead member of staff. Home visits to students have increased due to the graduated response and visits are conducted after 3 days of absence by the attendance and pastoral team.

Pastoral care has increased at St John's School in September 2023 a new Wellbeing Co-ordinator role has been introduced who works on providing early support to families and in Safeguarding. Alongside this on site alternative provision has seen growth and the appointment of a new member of support staff appointed in this area. The hub facility now has three rooms for intervention/short term support, behavioural mentoring and small group/1:2:1 mentoring.

A PP co-ordinator is in post, who has significant leadership experience. The PP coordinator is attending Trust PP meetings to share good practice and consider additional support we can put into place for students at St John's School. The PP coordinator has actively reviewed PP data related to extra curricular and has plans in place to increase engagement in clubs specifically at Year 10.

## 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             |
|------------------------------|----------------------|
| GCSE Maths / English tuition | Academy 21           |
| Equine therapy course        | Herd Thyme           |
|                              | Platform Project     |
|                              | Home School Tutoring |

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Service pupils were provided with revision resources, stationary. There is a dedicated member of staff Service Pupil Champion who oversees their pastoral care |
| What was the impact of that spending on service pupil premium eligible pupils? | Service pupils have excellent attendance in school and student voice surveys are positive  |