

Pupil premium strategy statement – The Federation of St John and St Nicolas Schools

This statement details our federation's use of pupil premium (and recovery 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 schools	427 (excl Nursery)
Proportion (%) of pupil premium eligible pupils	71 - 17%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	Sep-Dec 2025
Statement authorised by	
Pupil premium lead	Katy Blakemore
Governor / Trustee lead	Mike Burroughs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,150
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years	-
Total budget for this academic year	£108,150

Part A: Pupil premium strategy plan

Statement of intent

Our federation vision is “For the good of all – through curiosity, creativity and love.” This vision applies particularly to our disadvantaged children. As a federation, we know that for our most disadvantaged children to achieve, we need to go above and beyond with their educational provision. We believe that if our disadvantaged children can thrive and make quality progress, then we are putting the right systems in place for all children to achieve.

We want all of our children at The Federation of St John and St Nicolas Schools to make at least expected progress in all subject areas including children who are disadvantaged or that face challenges in life. In order for this to happen we will provide a learning environment that is inclusive and provides equality for our children.

We do this across the federation, by developing high quality classroom which is always at the heart of our approach ensuring that where it is needed specific additional support will allow every child to achieve their potential during their time with us no matter what their background or starting point.

Additional support for our children takes the form of self-regulation, encouraging good learning behaviours, oral language skills and confidence building as well as more formal learning interventions that provide opportunities for pre-learning and overlearning.

The Therapeutic Thinking approach to behaviour and well-being is at the heart of how we support all of our children particularly those who have ACES (Adverse Childhood Experiences), these children have lived experiences that may compromise their basic needs and the way in which they learn or approach learning. We have two members of staff who are trained to deliver training and support to colleagues in ‘Attachment and Trauma’ this in addition to trained ELSAs and a Family Support Worker we are able to provide purposeful pastoral support for the children and their families as we believe that this is of paramount importance to address before the children will be ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are our lowest attaining group of children across the federation GLD: 43% PPG vs 79% Non PPG (2024) Y1 Phonics: 38% PPG vs 69% Non PPG (2024) Y6: 0% PPG combined vs 56% Non PPG (2024)
2	Social and Emotional and Mental Health Difficulties Social and Emotional barriers are evident in some of our disadvantaged children which place them in a difficult place to learn. This has raised the need for more bespoke curriculums being used for a high number of our children, many of which are also our more disadvantaged children.
3	Attendance Attendance Data across the federation shows us that poor attendance in our PP Children is a key factor in gaps in their learning. Poor attendance in this group of children is negatively impacting their progress and is causing the attainment gap to widen the higher up the children get in the school. This in turn also has a negative impact on their self confidence their readiness to learn and their social skills both in class and on the playground. Current figures are as follows: St John's non-pupil premium: 94.4% St John's pupil premium: 89.8% St John's non-pupil premium persistent absence: 18.2% St John's pupil premium persistent absence: 44.0% St Nic's non-pupil premium: 96.5% St Nic's pupil premium: 93.8% St Nic's non-pupil premium persistent absence: 7.1% St Nic's pupil premium persistent absence: 20.5%
4	Phonics Our assessments and observations demonstrate that pupil premium children entering in KS1 and sometimes KS2 have greater difficulties with phonics than their peers. This often negatively impacts their development as readers and writers.

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
For early identification of barriers for PPG children with their Reading, Writing and Maths Skills - PPG targets/plans to be set, monitored and evaluated	All PPG children to make positive progress on Standardised Scores in Reading, Writing and Maths across the academic year eg 100-103
To ensure that all pupils in this group are able to self-regulate. We will support them to understand how they learn best and will facilitate differentiated learning opportunities to help them to reach their potential.	Pupils will be able to access the learning in or where necessary out of the classroom and this, in turn, will improve their attainment. There will be a reduction in the number of behaviour incidents recorded on CPOMS.
To ensure that attendance and punctuality of our PPG children is in line with the school average, persistent absenteeism will be a focus	There will overall be an improvement in attendance of our disadvantaged children and punctuality will be addressed. Current figures are as follows: St John's non-pupil premium: 94.4% St John's pupil premium: 89.8% St John's non-pupil premium persistent absence: 18.2% St John's pupil premium persistent absence: 44.0% St Nic's non-pupil premium: 96.5% St Nic's pupil premium: 93.8% St Nic's non-pupil premium persistent absence: 7.1% St Nic's pupil premium persistent absence: 20.5%
PP pupils to make expected progress in phonics.	100% PP pupils to have passed the phonics screening check by end of KS1 unless there is an additional need such as SEN Embed FFT Phonics and Lightning Squad Intervention across FS, KS1 and KS2 Provide further training for all staff across the school including new staff.

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: £0 Included in Main School Budget and the Pilot is of no cost to the school.

Activity	Evidence that supports this approach	Challenge number(s) addressed
The profile of PPG children will be raised within each classroom and in everyday life in school.	The EEF high-quality teaching research report. This is essential so that we have a whole school overview of the challenges. All teachers are aware of the disadvantaged pupils in their class. Teachers are well informed and can identify how best to support their PP pupils. Practice is underpinned by evidence. Disadvantaged children will be high profile in school, they will take part in extracurricular activities, be ambassadors for the school and will be positive members of the class.	1,2,3,4
CPD for staff to be reviewed and decided within appraisals. All staff to be offered appropriate training.	The EEF states that CPD should be top priority for Pupil Premium spending. The EEF high-quality teaching research report states that high-quality teaching is the most powerful way to improve pupil attainment.	1,2,4
Training for Teachers and TAs to reflect the needs of our disadvantaged pupils. Training for staff in ensuring we are a trauma aware school is planned for this academic year as part of a PILOT scheme	Some, not all, of disadvantaged children have been exposed to ACEs (Adverse Childhood Experiences) and therefore need a nurturing approach to learning due to experiences they may have had or been witness to.	2,4

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

Budgeted cost: £2050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality measurable interventions such as STAR Reading, FFT Reading, Lightening Squad to be delivered through trained teachers HLTAs	Evidence shows that measurable interventions delivered as planned can have + 6 months impact in a 6–10 week period	1,2,4
Consistent teaching of phonics across FS,KS1 and KS2, focusing particularly on this group and providing additional interventions as needed using Lightening Squad phonics programme. CPD for all school staff on FFT Phonics	The Rose Review recommends following a validated, systematic, synthetic phonics programme. Investment into a new phonics scheme was taken to support the EEF's Teaching and Learning Toolkit's assertion that quality systematic synthetic phonics approaches have a positive impact on the development of early reading skills.	4

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

Budgeted cost: £93,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific ELSA support for individual disadvantaged children addressing their SEMH needs	Social and emotional learning helps children interact with others and deal with their emotions, this can also increase their confidence in school and help peer to peer relationships which in time will positively impact attainment.	1,2,4
Therapeutic attendance to continue to be rolled out across the school with the support of	High attendance at school is key for all children, the more time they are in school the easier it is for them to learn	1,2,3

the admin staff who are face to face with attendance concerns		
Therapeutic Support for parents from all stakeholders at school to ensure they are promoting the importance of school and learning at home	Disadvantaged children's targets to be shared and agreed with parents Family Support Worker and/or Inclusion Manager involvement where applicable Open Days and information Sessions for parents some specifically for parents of disadvantaged children	1,2,3,4
Trips to be paid for or contributed to	Social and emotional learning helps children interact with others and deal with their emotions, this can also increase their confidence in school and help peer to peer relationships.	2
Nurture Group to be introduced at St Nics and planned for a similar provision at St Johns to support the children who are not yet ready to learn in a mainstream class	NurtureUK defines the six principles of Nurture as • Children's Learning is understood developmentally, • The Classroom offers a safe base, • The importance of nurture for the development of well-being • Language is a vital means of communication, • All behaviour is communication, • The importance of transition in children's lives	1,2,3

Total budgeted cost: £ £95,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following the COVID-19 crisis the last few academic years has had a large focus on pastoral support. The children have Social and Emotional difficulties that have needed to be addressed in order to support them to be in a good place to learn. These difficulties have been met well and will be reflected in the review of this strategy.

Phonics

88% of children not eligible for pupil premium achieved the phonic screening threshold of 32 or more in 2024, with 63% of pupil premium children achieving this. This means that 3 children eligible for pupil premium have not achieved the phonics threshold. Of these children, 2 are dual vulnerability with SEND needs as well.

69% of non-pupil premium children achieved the phonic screening threshold in Year 1 in 2024, with 38% of pupil premium children achieving it. Of the 5 pupil premium children, who did not achieve the phonics screening threshold in Year 1, 1 has an EHCP, and two of the remaining four had significant absence during the year.

Phonics is a significant area for focus for the coming year.

Attendance

Attendance of children eligible for pupil premium has been a significant focus over the past year.

At St John the Evangelist School, attendance for disadvantaged pupils has worsened slightly in 2024/25 from 90.3% in 2023/24 to 89.8% in 2024/25. The percentage of persistent absence for pupil premium children has declined from 42.3% in 2023/24 to 44.0% in 2024/25.

At St Nicolas School, attendance for disadvantaged pupils has improved from 92.4% in 2023/24 to 93.8% in 2024/25. The percentage of persistent absence for pupil premium children has improved from 31.3% in 2023/24 to 20.5% in 2024/25.

Attendance remains a key area for focus, particularly at St John's.

Nurture Provision

Nurture provision was introduced at St Nic's in September 2024 for 6 children (5 eligible for pupil premium) with SEMH difficulties. The provision has had a significant impact both for the children in the group, who have benefited from a positive, therapeutic teaching environment and for other children across the school, who have access to a curriculum with reduced interruptions due to behavioural needs. To date,

this provision is a success. The schools are now investigating how to introduce something similar at St John's.

Parental Support

Efforts have been made in both schools to ensure parents understand the targets that are set for their children and are on-board with their learning needs. This will need further emphasis over the coming year.

Support for Trips

Pupil premium children across both schools have benefited from financial support towards wider educational experiences, which then allow them to experience a breadth of education including residential visits, school trips and musical and sporting experiences.

Externally provided programmes

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

Programme	Provider
Doodle Maths	£1152
Spelling Shed	£500
FFT Success for All Phonics	£2050

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Service Pupils get the same opportunities as pupils in receipt of PP Funding.
The impact of that spending on service pupil premium eligible pupils
All of our Service children in the academic Year 2022/23 reached expected level or above in all areas of learning.