



Pupil Premium Strategy Statement 2024-2025

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	
School name	JOHN HUNT ACADEMY
Number of pupils in school	364 Pupils
Proportion (%) of pupil premium eligible pupils	35% (131 Pupil Premium)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	JUDI O'LEARY
Pupil premium lead	ALISON GOOD/ ELLA LONG
Governor / Trustee lead	NICHOLAS HEMSLEY

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,976
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£153,976



Part A: Pupil premium strategy plan

Statement of intent

At John Hunt Academy we aim to achieve the very best for each and every child with regards to their academic, social and emotional development. We understand that there are a variety of challenges faced by many children and our aim will always be to offer them the best we can to support them to reach their full potential in terms of progress, attainment and emotional development. We aim to enrich all children's lives offering experiences and opportunities which extend beyond the classroom. We aim to remove potential barriers to attendance and ensure all children can participate and are included in all aspects of school life. Each and every child needs to feel valued and truly part of the John Hunt Academy Family. We strive to develop a culture where every child feels a significant part of our school community and is nurtured and challenged to be their 'best self'. This will be achieved with a focus on respectful behaviour and relationships by all.

A highly effective pastoral system will be key to this culture at all levels across school and strong relationships will be fostered between pupils and their families and staff. Our core Take Values will shape our strategy and approaches. We have high aspirations for the pupils in our care and we will celebrate successes and achievements together.

High-quality teaching and learning sit at the heart of this approach, with a clear focus on the needs of our disadvantaged pupils. We aim for the attainment and progress of our non-disadvantaged pupils to be sustained and improved alongside their disadvantaged peers. We have high expectations for all and we will carefully scaffold learning and opportunities to ensure open access to everyone. Rigorous monitoring and intervention are key.

Our continuous professional development and strategic decision-making will ensure that every teacher and member of support staff will be coached and trained with evidence-based approaches, which will have the greatest impact on outcomes. Our curriculum will be ambitious, broad and inclusive to meet the needs of all learners.

We appreciate that not every child in receipt of Pupil Premium Funding will be socially disadvantaged and that every child who may face challenges will not have Pupil Premium Funding. With this in mind, we aim that every child's needs will be met to the best of our capability so that the children at John Hunt Academy not only meet their full potential but have the support and aspiration to exceed their potential.



Challenges

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

Challenge number	Detail of challenge
1	<p>Oral language skills -</p> <p>Pupil Premium children in our Foundation Stage are entering school with significantly delayed language skills in terms of both receptive and expressive language in comparison with our Non-Pupil-Premium children. Baseline Data indicates that in Communication and Language, 58% (4 out of 7) of our Pupil Premium are NOT on track and 44% (14 out of 32) of our Non-PP are NOT 'on track'. We understand that language is the key for our children and language development is a priority for us.</p>
2	<p>Complex Families and Relationships –</p> <p>Many of our Pupil Premium children and their families have complex family lives which require professional intervention from support services and internal support from school through counselling and interventions. In September we had 84 PP families. Of those 84 families, 54 are currently being supported or had been historically supported by Social Care. Our ELSA has supported 56 children over the past term and 34 of these were Pupil Premium children. We believe that the basic needs of a child need to be met in order that they can thrive and progress and all children need to be safe and have their emotional needs met, some of our families need significant help with this and we endeavour to support them. We recognise that emotional regulation and resilience in some of our most disadvantaged children needs supporting and strengthening. Some of these pupils needs help to develop cognitive strategies to use when they are feeling challenged or overwhelmed with emotions.</p>
3	<p>Academic Progress and Achievement</p> <p>Our assessments and observations indicate that a large proportion of our Pupil Premium children are making poor progress in reading compared to Non-Pupil Premium. Often their phonetic knowledge recall needs strengthening and revisiting. Many find opportunities to support home reading a challenge and they do not have a passion for reading independently. We need to offer support here to help achieve better outcomes. Barriers to PP in Year 1, 2 and 3 are very mixed and consistency and extra support will benefit these children considerably.</p>
4	<p>Our Pupil Premium children as a group are not attaining as well as our Non-Pupil Premium children in writing. The barriers directly facing them are linked to poor basic grammar and vocabulary. We write as we speak (no writer's voice), spellings - choosing the correct combination for the spelling rather than just phonetically and limited sentences not extending</p>



	simple sentences to make them more interesting. PP in KS2 also face issues with handwriting – poor habits with letter formation and incorrect joining.
5	Our Pupil Premium children as a group are not attaining as well as our Non-Pupil Premium children in maths. The barriers directly facing them are number skills and mental maths skills including multiplication tables.
6	<p>Wider Opportunities</p> <p>Discussions with children and their families and analysis of activities outside of school suggests that our Pupil Premium children are not exposed to a rich and varied experience of opportunities such as swimming lessons, club membership and trips as their advantaged peer group in many cases</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
To ensure Pupil Premium children make good progress in the Foundation Stage in Communication and Language support by School Language Lead	Achieve outcomes in line with National – higher proportion of pupils being ‘on track’ in Communication and Language at the end of Foundation Year
To support and guide our Pupil Premium families to ensure all have access to services to improve their well-being, emotional and physical health	More Pupil Premium families and pupils are actively accessing support from services and outside agencies for their well-being, emotional and physical health
To ensure all Pupil Premium children with additional or SEN will be supported by bespoke programmes linked to academic/social and emotional need	All SEN PP children will have a bespoke plan/curriculum to support their needs using B-squared or P-Levels assessment and small steps for planning provision. All SEN PP children will have a bespoke Provision Map. Pastoral support to signpost to services in plan and utilised when appropriate
To improve Pupil Premium attainment compared with the previous academic year in writing, reading and maths	Pupil Premium children remain at the same assessment point or higher across all year groups.
To improve self-regulation and resilience for PP. To empower those pupils to deal with negative emotions and strive to achieve	Key individuals have the skills to deal with their emotions positively and focus on expectations within the classroom for longer periods of time.



<p>To increase enrichment opportunities for put PP children and ensure a wider curriculum exposes these children to a range of experiences</p>	<p>Run a variety of clubs offering places to PP. Ensure all children experience at least one off-site visit per year which all children can access</p> <p>To use music specialists to offer 2-year groups specialist wind and percussion tuition and take part in a Musical Showcase.</p> <p>Offer specialist musical lessons to any PP child who has a passion for playing an instrument whose family may not be able to fund this independently by offering subsidised lessons and instruments</p>
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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.

1) HIGH QUALITY TEACHING

Budgeted cost: £27,236.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Champion 1/2 day per week £ 6,737.06</p>	<p>A Pupil Premium Champion to analyse specific individuals/groups and cohorts to assess progress and impact. PP Champion to develop a clear overview of the demographic of DP in school. To hold stakeholders to account for the provision and progress of PP children in all areas.</p> <p>‘A multitude of interrelated factors influence each child’s developmental course and academic growth.’ 6 Chodkiewicz and Boyle (2017)</p>	<p>1 to 6</p>
<p>SENCO</p>	<p>Pupils with SEN have the greatest need for excellent teaching and are entitled to provision that supports achievement and enjoyment of school. To include SALT,</p>	<p>1 to 5</p>



<p>½ day per week £7,226.38</p>	<p>screening and specific bespoke intervention training and pastoral support.</p>	
<p>Writing CPD 2 days per term £2,362.44</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for pupils</p>	4
<p>Maths CPD 1 day per term £1,539.99</p>	<p>Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>There is a clear sequence to the craft of teaching of writing that can result in quality outcomes every time.</p> <p>The Teaching Sequence Teresa Heathcote</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 DfE and NCTEM</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>‘Sustaining Teaching for Mastery’ Work Group as part of the Maths Hub programme.</p>	5
<p>SENCO SALT ½ day per week £6,802</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.</p>	1,3,4



	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p>	
<p>Deliver a Personal Development Curriculum with strong emphasis on PSHE Curriculum which supports statutory RSHE as well as SMSC, British Values, E-Safety etc.</p> <p>Focus on PP directly and impact and experiences</p> <p>1 day per term</p> <p>£1,539.99</p>	<p>Advice and guidance from Scheme Support: Primary Curriculum Directory:</p> <p>SCARF PSHE Curriculum Social and Emotional Learning Teaching and Learning Toolkit EEF</p>	<p>1 to 6</p>



2) TARGETTED ACADEMIC SUPPORT

Budgeted cost: £ 60,448.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS Inclusion Assistant</p> <p>5 x ½ days per week</p> <p>£14,249.74</p>	<p>Oral Language Interventions</p> <p>Small group support and language modelling to boost communication and listening skills</p> <p>Targeted approaches may help children from disadvantaged backgrounds to catch up with their peers at the beginning of their formal schooling</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months</p> <p>EY Toolkit EEF</p>	<p>1 to 4</p>
<p>Third Space Intervention</p> <p>½ day per week</p> <p>£8500</p>	<p>Year 6 1:1 Maths SATS intervention programme delivered via an online platform. Weekly 45mins personalised lessons with a maths tutor/specialist. This is most effective when supplemented by whole class teacher-based lessons too.</p> <p>Studies have shown that pupils eligible for free school meals typically receive additional benefits from small group teaching. It allows the teacher to focus on the needs of a small number of learners and offers an opportunity for greater levels of interaction and feedback. This can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small Group Tuition Teaching and Learning Toolkit EEF</p>	<p>5</p>
<p>Employ a 'life coach/mentor' from Brighter Futures to develop Self-</p>	<p>Identified pupils who need support and to develop the skills to deal with their negative emotions in a constructive way. These pupils will develop approaches to be able to focus on learning and manage challenges positively and be supported for a</p>	<p>1 to 6</p>



<p>Regulation and Support to 'aim high' for key pupils one day a week</p> <p>£7,500</p>	<p>session weekly using a mentor linked with their class teacher</p> <p>There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment</p> <p>Improving schools behaviours EEF</p>	
<p>To provide one to one Read Write Inc. support</p> <p>TA per year group to offer intervention for phonics/reading support 3 afternoons a week</p> <p>£9,954.48</p>	<p>Research shows that children who are competent and confident readers are able to engage with the environment and teaching and learning better in all areas. From Foundation and throughout school all pupil are placed in specific reading groups aimed at their level of need and target taught – all staff are competent with the teaching and learning of Read, Write Inc. Appropriate intervention is offered from trained staff in the afternoon sessions 1 X PMs per week from Years F,1 to 2 PM per week from Years 3 to 6</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3 and 4</p>
<p>TA allocated to Years 3 and 4</p> <p>Focus on PP children that are behind expected attainment and support closing the gap.</p> <p>4 days a week</p> <p>£20,244.40</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,3,4,5,6</p>



3) Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £67,020.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Family Support 3 days per week £22,431.44	To offer support to parents through health services, safeguarding etc. to enable them to ensure children are attending school and school are more aware of social issues and the ACES affecting children's learning	2,3,6
Behaviour Lead ½ day per week £9,753.21	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; EEF TOOLKIT	1 to 6
SLT Behavioural Lunch Support 1 hour per day £13,601.88	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Support with regulation and interactions which lead to challenging afternoon sessions for individuals and the whole class https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2,6
Office Attendance Champion 1 day per week	The better a child's attendance is in school the greater their opportunity to access teaching and learning. Social and emotional support is consistent and relationships are formed which helps to develop a child's well-being and readiness to learn. We monitor all pupil attendance and address any issues weekly specifically with parents	2



<p>£5,014.19</p>	<p>holding formal welfare meetings every six weeks. ELSA Pastoral Support for targeted families</p> <p>DfE guidance / Ofsted research 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 Guidance DfE Securing Good Attendance and Tackling Persistent Absence Research and Analysis Ofsted</p>	
<p>ELSA</p> <p>½ day per week</p> <p>£3,738.58</p>	<p>Evidence suggests children from disadvantaged backgrounds have, on average, weaker SEL skills than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and Emotional Learning Teaching and Learning Toolkit EEF</p> <p>Research suggests a significant positive increase in wellbeing following 6- week ELSA intervention, from the child's perspective, as well as the class teacher and ELSA perspective.</p> <p>ELSA Evaluation Project Pembrokeshire County Council</p>	<p>2</p>
<p>Specialist Music Provision</p> <p>£12,481.20</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education</p> <p>Arts Participation Teaching and Learning Toolkit EEF</p>	<p>6</p>
<p>Offer a range of funded clubs and experiences to children after-school</p>	<p>Taking part in school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness etc.</p> <p>The value of the after-school club for disadvantaged children Case Study Nuffield Education</p>	<p>1 to 6</p>

Total budgeted cost: £ 154,705.41



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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
READ WRITE INC.	OXFORD OWL /RUTH MISKIN
CORNERSTONES MAESTRO	CORNERSTONES EDUCATION