

Pupil Premium strategy statement – St John's CE Primary School



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 outcomes for disadvantaged pupils last academic year.

School overview

1. Summary Information	
Detail	Data
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Mills Headteacher
Pupil premium lead	Nicola Antill (Teacher with TLR)
Governor / Trustee lead	Jane Clarke (Chair)

Current attainment		
	<i>Pupils eligible for PP (St John's)</i>	<i>Pupils eligible for PP (Nationwide)</i>
% expected in Reading KS2 2025	60%	63%
% expected in Maths KS2 2025	70%	61%
% expected in Writing KS2 2025	70%	59%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ 133,220

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every pupil, regardless of their background or the obstacles they encounter, to make substantial advancements and attain high levels of proficiency in all subjects. The primary emphasis of our strategy for pupil premium is to assist disadvantaged students in reaching this objective, including progress for those who are already excelling. St John's recognises that disadvantaged children can face a wide range of barriers which may impact on their learning and so utilises this grant to ensure that disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. St John's aims to ensure that all teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for pupils who belong to vulnerable groups. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Provide support to overcome any social, emotional and mental health needs of children so that they are happy, content and resilient learners.
- Provide pupils with a wide range of opportunities and experiences so that cultural capital is enhanced.
- Narrow the attainment gaps so that pupils achieve exceptionally well when compared with their non-disadvantaged counterparts. Achieve positive rates of progress for all pupils.
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.

Achieving our objectives:

We aim to use a three-tiered approach as recommended by the Education Endowment Foundation (EEF)

1. Quality First Teaching

By continually seeking to improve the quality of teaching, all children in the school will make good or better progress. Through personalised CPD opportunities, including coaching and mentoring, teachers and support staff will continue to develop pedagogy and strategies to meet the needs of all learners and overcome barriers to learning.

2. Targeted academic support for identified pupils

Targeted intervention can support pupils to make accelerated progress in areas they find difficult. Following careful diagnostic assessment, St John's makes provision for targeted high-quality academic support for pupils, both in small groups and on a one-to-one basis. Pupils from across the ability spectrum are targeted for support, including more able and those with the potential to reach greater depth. Intervention programmes are delivered by skilled support staff many of whom have been trained using the funding.

3. Wider Approaches

Wider approaches include both whole school and individualised approaches for the child and family. Provision can include:

- *Subsidised access to a wide range of educational experiences and visits.*
- *Individualised intervention to improve attendance, raise self-esteem and build resilience.*
- *High quality CPD for all staff to ensure that pupils access effective quality first teaching.*
- *Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.*

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Diagnostic assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Many have low scores on WellComm (speech and language toolkit).
2	Attendance is often below national average and persistent absence is the highest of all groups within the school.

3	Diagnostic assessments show that many of our disadvantaged pupils in many year groups made less progress than other pupils in reading, writing and maths.
4	The outcome of pupil voice (through the school's lunchtime drop ins, Boxall Profile results and discussions with families) have identified social and emotional issues for disadvantaged pupils and their attainment.

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
Improve oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>A comprehensive language pathway is implemented within school which includes rapid screening and the implementation of evidence-based approaches.</p> <p>Training of staff is evident in the implementation of effective language provision.</p> <p>Effective language provision facilitates improved language skills and reduced numbers of pupils requiring further intervention as they progress through school e.g. lower number of pupils requiring intervention in year 1 as a result of effective intervention in Early Years.</p>
To ensure disadvantaged pupils continue to make accelerated progress in reading, writing and maths.	<p>Reading</p> <p>Accelerated progress ensures improved outcomes in reading across the school and at the end of Key Stage 2. Achieve at least age-related expectations in KS2 Reading. Internal data will show that disadvantaged pupils make at least expected progress in reading. All disadvantaged children will make good progress in reading from starting points against EYFS baseline.</p> <p>Writing</p>

	<p>Disadvantaged children who have not been identified as having SEND, will pass the phonics check in year 1 and 2. Accelerated progress ensures improved outcomes in writing across the school and at the end of Key Stage 2. Achieve at least age-related expectations in KS2 writing. Internal data will show that disadvantaged pupils make at least expected progress in writing. All disadvantaged children will make good progress in writing from starting points against EYFS baseline.</p> <p>Maths</p> <p>Accelerated progress ensures improved outcomes in maths across the school and at the end of Key Stage 2. Achieve at least age-related expectations in KS2 maths. Internal data will show that disadvantaged pupils make at least expected progress in maths. All disadvantaged children will make good progress in maths from starting points against EYFS baseline</p>
<p>To increase the proportion of disadvantaged pupils meeting the higher standard by the end KS2 in reading, writing and maths.</p>	<p>The proportion of disadvantaged pupils meeting the higher standard in reading, writing and maths will be above national by the end of KS2 (3-year average).</p>
<p>To achieve above national average for the expected standard in the Year One Phonics Screening Check.</p>	<p>Disadvantaged pupils achieve in line or above their counterparts.</p>
<p>To improve the attendance of disadvantaged pupils and reduce the number of pupils deemed to be persistently absent (PA).</p>	<p>Attendance of disadvantaged pupils will be closer to the national average by 2025 (96%) The number of pupils judged as PA will reduce overtime and will be closer to the national average by 2025.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by: – qualitative data from student voice, Boxall Profiles and teacher observations – a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff receive training, support and supervision in supporting pupils, including high attainers, to make rapid progress towards their targets.	<p>Coaching and high quality CPD can have a positive impact on teaching technique and practice. EEF states that 7 months progress can be made when pupils know how to learn best and apply this to their own learning. Staff CPD will focus on what this is, the practice that can be implemented to improve learning and outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/metacognition-and-self-regulation/</p>	1 3 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1 3
Support mental health and well-being by increasing the confidence, self-esteem and resilience of pupils.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). HLTA and Nurture Lead appointed to support pupils with their mental health. Zones of Regulation to be purchased to teacher whole class mental health</p> <p>Improving_Social_and_Emotional_Learning_in_Primary_Schools EEF</p>	4

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

Budgeted cost: £ 156,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain high levels of staffing at the school.	<p>EEF research suggest that smaller class sizes can have a positive impact on pupil progress when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducingclass-size</p>	1 3 4
Implement the WELCOMM programme to support language development throughout the school.	<p>Implementing a targeted language intervention can improve progress by +7 months in the Early Years Foundation Stage (EYFS).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	1
Additional phonics sessions 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 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 2 3

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

Budgeted cost: £ 14,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice set out in the DfE's guidance on working together to improve school attendance. This	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Good attendance at school and good punctuality is necessary for education to be successful. working together to improve school attendance</p>	2 3

<p>will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Subsidise a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>Financial constraints have an adverse impact on pupils' experiences. Poor cultural capital results in limited knowledge of the wider world and lack of first-hand experiences.</p>	<p>2 4</p>
<p>Utilising the DfE grant to train a senior mental health lead. The training will focus on developing our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools EEF</p>	<p>4</p>
<p>Access to Homework Club .</p>	<p>Free weekly after school Homework Club sessions will enable disadvantaged pupils in Year 6 to complete home learning tasks with support from a staff member.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework/</p>	<p>3</p>

Provide pupils in EYFS and KS1 with their own personal copies of high-quality books.	The school is acutely aware that pupils have limited access and familiarity with high quality reading materials at home. Pupils are more likely to read and develop a love of reading if they have access to books within the home environment.	3
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Total budgeted cost: £ 220,641

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the 2024/2025 academic year, across school:

- 72% of pupil premium children met the expected standard or above in reading (82% of non-pupil premium achieved the expected standard or above).
- 70% of pupil premium children met the expected standard or above in writing (83% of non-pupil premium achieved the expected standard or above).
- 71% of pupil premium children met the expected standard or above in maths (82% of non-pupil premium achieved the expected standard or above).

Progress towards intended outcomes:

- 1) Improve oral language skills and vocabulary – all staff received oracy training in September 2025 including strategies to implement in the classroom setting. Across school, teachers are ensuring subject related vocabulary is highlighted within lessons and using knowledge organisers/word banks to support where necessary.
- 2) To ensure disadvantaged pupils continued to make accelerated progress in reading writing and maths – at the end of KS2 in July 2025, progress of pupil premium children was in line with or above pupil premium data nationwide in Maths and Writing.
- 3) To increase the proportion of disadvantaged pupils meeting a higher standard in reading, writing and maths:

Reading – 10% of PP children achieved higher standard (33% nationally).

Writing - 5% of PP children achieved higher standard (13% nationally).

Maths - 5% of PP children achieved higher standard (26% nationally).

- 4) To achieve above national average in Year One phonics screening check – In 2025, nationally 80% of pupils met the expected standard and 67% of disadvantaged pupils met the expected standard. At St John's, 86% of pupils passed with 56% of pupil premium children achieving expected standard.
- 5) To improve the attendance of disadvantaged pupils – attendance of our Pupil Premium children is 94.5% (November 2025).
- 6) To achieve and sustain improved wellbeing for pupils – Zones of Regulation scheme rolled out across school. ELSA being used by trained specialise and Nurture and Wellbeing Lead in place. Within the classroom, all children have access to a calm corner and strategies to express feelings (e.g. feelings board).

Externally provided programmes

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

Programme
Times Table Rockstars
WellComm
Read Write Inc Phonics
Purple Mash 2Simple
Lexia
Nessy
Accelerated Reader
Big Maths CLIC and SAFE
Winning With Numbers
Boxall Profile
Nurture UK
Grammarsaurus
ELSA
White Rose Maths
Zones of Regulation
One Decision
Votes for Schools