

Pupil premium strategy statement – St. John’s CE Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	16%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Donna Calloway
Pupil premium lead	Donna Calloway
Governor lead	Gavin Bowen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
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>	£22,200

Part A: Pupil premium strategy plan

Statement of intent

At St. John's CE Primary School, we believe that all children, irrespective of their socio-economic background, deserve the best opportunities possible to enable them to flourish, socially, personally and academically. We want all children to feel safe and happy in school, know that they will be treated equally and be supported in their learning, personal development and emotional wellbeing.

Our Aims:

- To provide the best learning opportunities for our disadvantaged pupils and support them in achieving well
- To provide interventions for those children who are not reaching age related expectations
- To ensure that high achieving disadvantaged pupils are challenged
- To ensure disadvantaged pupils attend school on time and are equipped to learn
- To provide a broad and balanced curriculum that is accessible to all pupils
- To provide a wide range of extra-curricular learning opportunities that enriches our formal curriculum
- To reduce barriers to learning
- To work with parents so that they understand and support their child's learning

Our strategy also provides support for those children who have been in receipt of Free School Meals within the last 6 years, children living with foster parents and those that have been adopted from care. We also support children who have been allocated a social worker as their family circumstances may contribute to lower attainment and progress.

Quality first teaching is our primary focus to ensure that all pupils develop the necessary skills and knowledge to make good progress across the curriculum.

Additional support is provided within class, in small groups or as 1:1 intervention. This support is based on research from the EEF or from proven success, it is timely and measurable and aims to narrow the attainment gap for our disadvantaged children.

Our Key Principles:

- To act early and provide support for individuals as soon as possible
- To use a range of tools, including formal assessments, teacher judgements and emotional wellbeing to identify pupils who require support

- We understand that all children have a unique set of circumstances. We aim to know our families well in order to support the individual child and provide family support where required
- We believe that confidence and a positive self-worth are paramount for a child to progress well. We celebrate success and personal achievement in extra-curricular activities to ensure that all children have good self-esteem and continue to engage well in learning opportunities

Challenges

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

Challenge number	Detail of challenge
1	Mixed age classes-wide spread of abilities. Maths objectives for each year group differ and need to be taught separately
2	Attendance-Although FSM attendance (95%) remains above national (92%) expectations, the attendance for some pupils falls below 95%. This is generally due to genuine illness but often includes unauthorised leaves of absence and late arrival.
3	Special Educational Needs and Disabilities-38% of our Pupil Premium children also have additional needs. 2 pupils are waiting for EHCP assessments and are currently supported by Teaching assistants.
4	Emotional wellbeing and self-regulation-A small proportion of pupils have SEMH needs and are not always emotionally equipped to remain in the classroom without disrupting the learning of other children. Staff are needed to support these pupils so that they are able to return to the classroom and learn effectively.
5	Oral Literacy/Speech and Language difficulties, particularly in Early Years
6	Reduced parental engagement in supporting learning at home

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 provide in-class support for all year groups, particularly in Maths and English	All classes to have additional TA support for Maths and English, leading to improved attainment and progress Maths is taught separately to each year group-Power Maths Assessments indicate a greater percentage of children reach the expected standard in Arithmetic and Reasoning skills. Increased opportunities for children to read to an adult (assessments will enable children to be RAG rated) and Accelerated Reader Assessments show greater progress
Sustain good attendance for disadvantaged pupils	Leaders monitor attendance closely and provide early support for those pupils whose attendance falls below 95%. Data shows that attendance for disadvantaged children is in line with national figures and non-disadvantaged pupils
Provide intervention strategies for Maths and English which target specific needs/gaps in learning	Children are identified early using school assessment procedures. Children make progress against their baseline data. School assessment procedures demonstrate that the attainment gap is closing.
Improved self-regulation and wellbeing of pupils	Sensory circuits to be implemented to ensure that children are able to regulate and return to the classroom. Reduced disruption to the learning of others Identified trusted adult for every child (nurture groups) Improved engagement in all areas of the curriculum, leading to improved outcomes. Advice from external agencies is used to inform Individual Behaviour Plans
Children are supported with Speech and Language targets	1:1 support leads to children being discharged from the Speech and Language service. Improved oral literacy leads to improvements in EYFS Language and Communication, Year 1 Phonics Screening

Improved parental engagement and support at home for key skills-spelling, reading, times tables	Parents attend informal opportunities to share learning with their child-Reading Cafes, Stay and Play (EYFS), Art Afternoons, Class Assemblies etc. Improved attendance at Parent's Evening
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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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous CPD for all members of staff	Update and refresh knowledge n how to support pupils within the classroom	1, 3, 4 & 5
Complete Inclusion Training through Literacy Counts	A small proportion of children rely heavily on TA support and need to develop independence. Training will support staff with strategies to implement with SEND pupils	1, 3 & 5
Behaviour Training- Emotional regulation	EEF-Moderate impact for low cost +3 months	4

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-class support from Teaching Assistants for Maths and English-reduced adult to pupil ratio	EEF-Low impact for low cost +2 months Due to mixed age classes and a high 5 of SEND pupils, additional support is required to meet the needs of pupils	1
Delivery of 1:1 Speech and Language targets	EEF-High Impact for low cost +4 months	5

	Speech and Language Therapists provide targets for school and home to implement. Parents do not always deliver the activities meaning that it is crucial children are supported in school	
Small group and 1:1 Interventions in Maths and English (Reading, Writing and Phonics)	EEF-Moderate impact for moderate cost +2 months	1 & 3
Write Away-1:1 feedback and targeted learning in Writing	EEF -High impact for low cost. +6 months Writing-Children are given feedback against the learning objectives and success criteria for the lesson. Children are then supported in editing and improving their work	1 & 3
Sensory Circuits/ emotional regulation for pupils with SEMH	EEF-High impact for low cost +8 months Some pupils are entering school dysregulated and not ready to learn. A small proportion of pupils find transitioning from break times to learning difficult and need to self-regulate	4
Phonics interventions-use school assessment data to identify pupils who require additional support	EEF-Moderate impact for low cost +5 months Widening attainment gap for a small proportion of pupils in Reception	3 & 5
Reading-daily session with adult with a focus on comprehension, fluency and vocabulary	EEF-High impact for very low cost +7 months Reading Record books show that a large proportion of children are not reading at home with parents. This is impacting their progress and attainment	6

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise extra-curricular activities for all pupils through a 'Golden Ticket' system	Some pupils stated that they were unable to attend after school clubs due to parents not being able to afford the	4
Subsidise Residential visit for all disadvantaged pupils	Financial constraints of parents mean that PP children would not attend	4

	residential leading to a feeling of low self-esteem. Although EEF state that the benefits of outdoor learning is unclear, the collaborative learning has a positive impact on children	
Resources for pupil/parent activities- Reading Café/Art Afternoons, Phonics workshops etc	EEF-Moderate impact for low cost Parents of Pupil Premium Children are reluctant to support children at home- need to engage them in a non-threatening environment and share learning opportunities with their children	6

Total budgeted cost: £18,500

£200 kept in reserves for emergency support for individual families

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 SATs 2025 (35.29% Pupil Premium Children=6 children)

Combined Reading, Writing and Maths at the Expected Standard:

29% School - below National 47%

(2 pupils were disapplied as they were not working at the level of the tests and were waiting EHCP assessments. 1 pupil did not sit the tests due to emotional wellbeing)

4 Pupil Premium children completed all SATs Papers with the following results:

Reading – 50% reached Expected Standard, 25% achieved Greater Depth

Writing – 75% reached Expected Standard

SPAG – 75% reached Expected Standard

Maths – 100% reached the Expected Standard

Year 4 Multiplication Check (8% Pupil Premium Children=1 child)

School Disadvantaged: 100% scored above 20 out of 25

Year 1 Phonics Screening

School Disadvantaged: NOT APPLICABLE-No Pupil Premium Children in this cohort

EYFS GLD School Disadvantaged

School Disadvantaged: NOT APPLICABLE-No Pupil Premium Children in this cohort

Engaging parents remains a high priority for the school-despite inviting parents to share a range of enjoyable activities with their child, they remain reluctant to attend

Parent's Evenings and more formal events such as Phonics Workshops. We believe that support from home plays a pivotal role in their child's attainment and progress.

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	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

In addition to the strategies previously mentioned, we have also established Nurture Groups for every child in school. Each pupil has selected a trusted adult and Nurture Groups are planned each half term. This provides children with the opportunity to share their worries-staff can support pupils and ensure that any additional agency such as Early Help are utilised.

The Headteacher regularly supports individual pupils with separating from parents/carers at the start of the school day. We have found that more children are anxious as a result of COVID. These pupils engage in calming activities before entering the classroom. This can also include reading for those that have little parental support.