Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our pupil premium 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 CE Primary School**
Number of pupils in school	177 193 (inc Preschool)
Proportion (%) of pupil premium eligible pupils	16.38%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Julia Bamfield
Pupil premium lead	Megan Hudd
Governor / Trustee lead	Jon Medlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,225
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 41,225

Part A: Pupil premium strategy plan

Statement of intent

Consistent with our vision 'Celebrate life in all its fullness. Let's learn together in God's love', our intention is that all pupils at St John's CE Primary, irrespective of their background or the challenges they face, enjoy learning, make good progress and achieve high attainment across all subject areas.

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

The focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal through an engaging curriculum and high quality first teaching. This strategy outlines the areas we have identified for intervention in order to raise attainment and how those will be addressed, with the intended outcomes. The provision to which funds have been allocated has been decided on based on rigorous research about interventions which have the most impact. The Education Endowment Foundation (EEF) Teaching and Learning Toolkit has been used to prioritise spending based on potential impact.

Principles

- We will ensure that high-quality teaching and learning opportunities meet the needs of all of the pupils at St John's. High-quality first teaching and learning is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We will consider the challenges faced by vulnerable pupils and recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we

have adopted complement each other to help pupils excel. In making decisions on the use of the Pupil Premium we:

- adopt a whole school approach in which all staff take responsibility for pupil premium pupils' outcomes and raise expectations of what they can achieve.
- ensure that disadvantaged pupils are challenged in their learning
- act early to intervene at the point the need is identified
- use the latest evidence-based research on proven strategies, which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner.
- aim for all pupils to increase attendance which in turn will increase their attainment to further close the academic gap between Pupil Premium and Non-Pupil Premium pupils.
- Provide a wide range of enrichment opportunities for all year groups, to support the sense of success outside of academic achievement and to support individual well-being.

Through the persistent pursuit of excellence and inclusive practice, we aim to secure exceptional outcomes for all pupils, including those who are disadvantaged.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1. Attendance (Behaviour and attitudes to learning)</td><td>Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress. Our attendance data indicates that attendance among our pupil premium pupils is lower than for no-pupil premium pupils. A greater proportion of persistently absent/late children were pupil premium pupils compared to non-PP pupils.

<table>
<tr><th>2024-2025</th><th>PP</th><th>Non-PP</th></tr>
<tr><td>Attendance</td><td>90.4%</td><td>95.9%</td></tr>
<tr><td>Persistently Absent</td><td>22.6%</td><td>6.0%</td></tr>
<tr><td>Late</td><td>1.9%</td><td>0.3%</td></tr>
</table>
</td></tr>
<tr><td>2. Attainment and Progress (Gaps in learning)</td><td>Attainment and Progress – children may not be meeting the age-related expectations and may need additional support to catch up. Focus in our school is on early language acquisition and phonics, as well as reading and writing progress. Internal assessments indicate that attainment in</td></tr>
</table>

	reading, writing and mathematics among pupil premium pupils is below that of non-PP pupils.
3. Emotional Regulation	**Wellbeing/Pastoral** – Many disadvantaged pupils face challenges with emotional regulation, resilience, and behaviour, which can hinder learning and relationships. Our assessments, observations and conversations with pupils and families have identified social and emotional issues for many pupils, notably due to previous trauma. These can particularly affect disadvantaged children, including their attainment. Additional support is essential to develop fundamental social and emotional skills, support well-being and promote positive attitudes to learning, as this has an impact on a child's readiness to learn. The proportion of pupils who require additional support with social and emotional needs is significantly higher among the Pupil Premium cohort when compared with others. A greater proportion of the Pupil Premium pupils require small group or 1:1 intervention.
4. Enrichment and Experiences	**Enrichment and Experiences** – some children may not have access to enrichment opportunities that their peers may be offered elsewhere. A comprehensive whole school personal development plan focuses on providing key enrichment opportunities, cultural capital and developing fundamental British values. Our PP pupils are an integral part of this plan.
5. **Language skills**	**Language skills** - A significant number of Pupil Premium children enter school with underdeveloped language and communication skills, which affects access to the curriculum. Assessments indicate vocabulary gaps and underdeveloped oral language skills. Some children also have EAL, with limited language.

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
1. For all pupil premium pupils in school to make or exceed nationally expected progress rates	All pupil premium pupils make good or accelerated progress from their starting points in reading, writing and mathematics. Progress scores for Pupil Premium pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.
2. To narrow the attainment gap between pupil premium and non-pupil premium pupils.	Pupil premium pupils obtain the expected attainment outcomes against their peers nationally.
3. To improve levels of social and emotional wellbeing to enable pupils to be ready to learn.	Early identification of any child who needs additional. Implementation of whole school programme to identify vulnerable pupils

	who require social and emotional intervention (Thrive). Improved levels of social and emotional wellbeing for all pupils demonstrated by: • qualitative data from pupil voice, student and parent surveys and teacher observations • Thrive assessment data • significant increase in participation in enrichment activities, particularly among pupil premium pupils Behaviour incidents among PP pupils are in line with non-PP peers. Pupils demonstrate emotional regulation, resilience, and readiness to learn.
4. To improve attendance of pupil premium pupils so that it is at least in line with those nationally.	Sustained high attendance demonstrated by continuing to implement the robust systems to monitor attendance and support parents. The attendance gap between pupil premium pupils and their non-pupil premium peers is reduced and attendance for pupil premium pupils is in line with those nationally. Persistent absence is reduced significantly in line with Non-PP pupils.
5. Improved engagement and enrichment opportunities.	Disadvantaged children will be identified for additional opportunities that they might not otherwise be able to take up. This will result in an increase in participation in enrichment activities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14.500

(Educational supplies and CPD which includes release time for teaching staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed

Deliver Quality First Teaching for all (PP First Approach) • CPD to support the delivery of quality first teaching (including overtime/cover to attend) • Educational subscriptions and supplies. • Collaborative learning, small group work, effective feedback embedded in teaching practice.	The EEF guide to Pupil Premium toolkit identifies that teaching as a top priority with a focus on the delivery of High Quality First teaching including CPD opportunities. The EEF toolkit suggests that mastery learning, collaborative learning, peer tutoring, small group work and feedback have a significant impact upon learning. We have identified CPD needs for teaching and support staff in phonics, maths and oracy development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 3, 4 and 5
Deliver high quality teaching and learning of reading. • High quality phonics teaching using the RWI programme including relevant training for teachers and support staff. • Daily, high quality reading comprehension lessons. • Promote love of reading among all pupil premium pupils. • Reading fluency checks using Accelerated Reader.	EEF Teaching and Learning Toolkit states that targeted phonics teaching has a very high impact based on extensive evidence and has a positive impact on word reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The EEF toolkit suggests that focus on reading comprehension strategies has a high impact on pupil attainment and progress. Progress of all pupils will be monitored and pupil premium pupils not at age related expectations will be prioritised.	2 and 5
Provide timely, targeted intervention support. To maintain increased capacity of adults in class to provide a more favourable staff to pupil ratio, resulting in positive progress gains through responsive interventions and differentiations within day-to-day teaching to ensure gaps in understanding are minimised	Small group support, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year. This is supported by evidence from the EEF. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20intervention#effectiveness	2, 3 and 5

Increase access to high quality oracy education. Continued development of a whole-school approach to oracy education through one-to-one support, expert professional development and a strategic approach Voice 21 sustained program of CPD and whole school implementation. • CPD for all staff • Voice 21 Oracy Partnership • Additional resources	There is evidence to suggest that pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Students receiving free school meals are twice as likely to be below the expected language standard at age 11, up from 1.6 times at age 5. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://voice21.org/impact-report-2022-2023/ https://voice21.org/wp-content/uploads/2024/01/Oracy_APPG_FinalReport_28_04-4.pdf	2 and 5
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention or teacher instruction.	2
Speech and Language Intervention Including Wellcomm	EEF shows communication and language approaches lead to six months' additional progress, especially for disadvantaged pupils	5

Pastoral Lead (Learning Mentor, Thrive Practitioner, Forest School Lead and Attendance Lead) Supports attendance, SEMH, parental engagement and behaviour.	EEF supports parental engagement and multi-agency collaboration for improved outcomes	1, 2, 3, 4 and 5
Deliver high quality teaching and learning of maths. To further increase the quantity of problem solving and reasoning that children are exposed to in KS2	Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	2 and 5

Targeted academic support

Budgeted cost: £ 17,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	AR is a software programme used to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. This is supportive of the EEF reading comprehension strategies that can support children making as much as 6 months progress. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	2 and 5
Small group and 1:1 support and catch up interventions with TAs. These will be closely monitored by class teachers and SLT and adapted/amended as necessary throughout the year.	Small Group support, targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3 and 5

Small group 1:1 or 1:2 RWI tutoring to maintain progress with their peers.	EEF Teaching and Learning Toolkit states that targeted phonics teaching has a very high impac.t for very low cost based on extensive evidence	2 and 6
Implement a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken **language skills**.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2, 3 and 5
Language/ EAL- support for children who have EAL. TA intervention groups (Including Talk Boost) to support basic language skills and as well as wider curriculum support. Wellcomm Training for EYFS and Preschool Teams Communication and language development through structured intervention	EEF Teaching and Learning Toolkit states that oral language interventions have a very high impact for very low cost based on extensive evidence. EEF shows communication and language approaches lead to approximately six months' additional progress, particularly for disadvantaged pupils	5
Pre- and Post-Teaching 1:1 Support Individualised instruction to reinforce and preview key learning	EEF highlights 1:1 tuition and individualised instruction as high impact strategies	

Targeted Maths Support Including times tables and fluency interventions	EEF supports targeted numeracy interventions for foundational maths skills	
Use of Assessment to Inform Intervention Regular progress tracking to adapt support	EEF supports data-informed instruction and responsive intervention	All

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. • Robust systems in place to ensue all pupils are attending school and early identification of any issues. • Support all families to improve the punctuality and attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Persistent absence is an immediate issue facing schools. We know these pupils are disproportionately more likely to come from socio-economically disadvantaged backgrounds. Tacking persistent absence is essential to improving education outcomes for this group.	1 (2, 3, 4 and 5)

of pupils, particularly those from vulnerable groups. • Regular meetings with Attendance lead and tracking of CPOMS to monitor target families.		
Whole school Thrive approach for SEMH and pastoral care for all pupil premium pupils. • Membership training and costs-licensed Thrive Practitioner and whole staff CPD • Resources • CPD to enable staff to deliver tailored support.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (Social, emotional and learning) skills at all ages than their more affluent peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
To work with a leading playtime programme (OPAL) to observe and audit playtime, provide CPD, parents meeting and grounds master planning	An effective, universal approach to lunchtime can have a positive overall effect on learning. Opal is a whole school approach to lunchtime, with CPD for all staff and support in its implementation. This is supported by the EEF: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3, 4 and 5
Targeted extra-curricular support	Initial evidence from the first trial carried out by the EEF suggests that well-supported enrichment activities can	3, 4 and 5

• Target disadvantaged children to access enrichment opportunities to match interests and boost esteem.	improve children's academic and non-cognitive outcomes. Children's University | EEF (educationendowmentfoundation.org.uk)	
Attendance Monitoring and Support Weekly tracking, CPOMS monitoring, family meetings, incentives, and communication	EEF supports targeted attendance strategies; improved whole-school attendance but PP gap remains	
Pastoral Support (1:1 and small group) • Ensure that pupils' basic needs are being met on the hierarchy of needs and they are in a position to learn. • Identification of pupils who needs improved welfare, attitudes, esteem and outcomes for children who are experiencing difficulties in their home lives and emotional	Pastoral Learning Support mentor will provide additional support to improve disadvantage learners social and emotional wellbeing. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school: Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	1, 3 and 5

regulation challenging. • ELSA assessments and interventions.		

Total budgeted cost: £ 41,225

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on disadvantaged pupils in the 2024 to 2025 academic year. A standardised target setting process and assessment calendar across our trust has been agreed. Standardised assessments are purchased and used three times a year, providing performance data that supports teaching.

Our Futura curriculum assumes high expectations of all pupils and includes activities to 'scaffold up' to meet them as well as tasks to deepen the learning.

End of EYFS Attainment (30 children)	GLD	
2 PP Pupils	PP	Non-PP
% at expected standard or higher	50% (1)	89% (25)

Phonics
60% PP pupils (6/10) passed Y1 Phonics screener. 93% non-PP pupils (14/15) passed Y1 phonics screener.
50% of Y2 PP pupils (1/2) passed the phonics screener re-test.

End of KS1 Attainment (26 children)	Reading		Writing		Maths	
3 PP Pupils	PP	Non-PP	PP	Non-PP	PP	Non-PP
% at expected standard or higher	33% (1)	91% (21)	33% (1)	83% (19)	33% (1)	83% (19)

End of KS2 Attainment (30)	Reading		Writing		Maths	
4 PP Pupils	PP	Non-PP	PP	Non-PP	PP	Non-PP
% at expected standard or higher	50% (2)	92% (24)	50% (2)	96% (25)	50% (2)	96% (25)

Attendance for disadvantaged children in 2024-2025 was 90.4%, falling below our >95% target. Where children fell below the target, swift action was taken by the attendance lead to address persistent absence through meetings with the families and by engaging the support of BANES Attendance and Welfare Team.

2024-2025	PP	Non-PP
Attendance	90.4%	95.9%
Persistently Absent	22.6%	6.0%
Late	1.9%	0.3%

The safeguarding team met regularly with the families of disadvantaged children to encourage parental engagement and offer support. This is supported by other members of SLT and class teachers, who contribute to making sure that our disadvantaged children have the resources they need in order to access all school has to offer – uniform, kit, enrichment opportunities, for example and have their learning needs prioritised. Some children were identified for additional pastoral support - some good outcomes from these interventions are evidenced in our tracking document. We have a pastoral care TA appointed to reinforce this area.

High quality, mastery teaching has been embedded which has been supported through CPD and the introduction of subject handbooks, all learners, including those who are pupil premium are provided with appropriate levels of challenge. Therefore, making good progress towards our aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

A standardised target setting process and assessment calendar across our trust has been agreed. Standardised assessments are purchased and used three times a tear, providing performance data that supports teaching. High quality teaching, supported through CPD, had been developed and the introduction of subject handbooks for English and Maths has helped ensure that pupils, including those who are disadvantaged, are provided appropriate levels of challenge. Our Futura curriculum assumes high expectations for all pupils including activities to 'scaffold up' to meet them as well as task to deepen the learning. Teachers and TAs have been given substantial phonics training to support the use of the RWI (Read, Write, Inc) programme

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Targeted TA intervention groups supported disadvantaged children across the school. These were recorded using our Provision Map software.

Some children were identified for additional pastoral support with outcomes evidenced in our tracking documents. Our pastoral lead also supports some of our disadvantaged families, encouraging parental engagement and offering support. This is supported by members of SLT and class teachers to ensure that disadvantaged children have the resources they need in order to access all school has to offer. Our pastoral lead has completed Thrive training and is now a licensed thrive practitioner with thrive assessments being completed for all pupils at the beginning of the next academic year.

Our attendance monitoring is extremely strong and we work tirelessly to improve attendance for our disadvantaged learners, however it is still below the target set. Case studies of individual children show that decisive, swift action to tackle attendance has resulted in children with persistent absence improving their attendance up to as much as 100%.

Our assessments and observations indicated that for some children pupil behaviour, wellbeing and mental health were significantly lower than non -pupil premium pupils. The impact was particularly acute for Pupil Premium pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Externally provided programmes

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
Times Tables	TT Rockstars
Reading Intervention	Accelerated reader
Phonics programme	RWInc
Doodle Maths	Doodle Learning
Wrap Around Care and ‘Go Active’ Lunch provision	Premier Education