

Pupil premium strategy statement – Read St. John’s 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.

Detail	Data
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	12%
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)	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Fran Agar
Pupil premium lead	Joanne Shaw
Governor / Trustee lead	Martin Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,075
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£37,075

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support pupils, irrespective of their background to achieve to their full potential, including progress for those who are already high attainers and create equal opportunities for all. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

We have adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium children in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to data to tailor and improve approaches.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills - Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers
2	Social, emotional and behavioural skills, including emotional resilience - Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, due to a lack of enrichment opportunities and limited socialising with others during school closures. These challenges particularly affect disadvantaged children, including their attainment.
3	Phonics and reading- Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with 3 phonics and reading than their peers. This negatively impacts their development as readers.
4	Maths- Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Lower attendance - Our attendance data over the last three years indicates that attendance among disadvantaged pupils is lower overall than non disadvantaged pupils.

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
Improved oral language skills and vocabulary among Pupil Premium children. Children will be confident at conversing with others, contributing in lessons and have an improved vocabulary	Assessments and observations indicate significantly improved oral language among Pupil Premium children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.

<p>Improved reading attainment/phonics screening results among Pupil Premium children.</p>	<p>All PP children will follow a structured phonics programme throughout Reception, Year 1 and Year 2 (Little Wandle). Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps</p> <p>Internal tracking data will show pupils are in line with peers and are making at least expected progress.</p> <ul style="list-style-type: none"> ● Apart from those with SEND, all PP children will pass the phonics screening by the end of Year 2. ● KS1 and KS2 reading outcomes will be in line with their peers (expect those with SEND)
<p>Improved maths attainment for Pupil Premium children.</p>	<p>Internal tracking data will show pupils are in line with peers and are making at least expected progress.</p> <p>EYFS, KS1 and KS2 maths outcomes in 2025 be in line with their peers (expect those with SEND)</p>
<p>To achieve and sustain improved wellbeing for all children in our school leading to increased confidence and resilience , particularly our Pupil Premium children</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from children’s voice, children and parent surveys and teacher observations ● a significant increase in participation in enrichment activities, particularly among PP children ● The frequency of teachers identifying social and emotional needs as barriers to learning will decrease
<p>To achieve and sustain high attendance for all children, particularly our Pupil Premium children.</p>	<p>Improved attendance by 2026 and further reduce the attendance gap between PP children and non-PP children.</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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils- Little Wandle training for new KS1 staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF EEF- Improving literacy in KS1	2
Continuing Professional Development (CPD) for teachers and TAs across school. Each CPD event to be recorded and monitored on CPD log. Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premiumhow-school-s-are-spending-the-funding-successfully	1,2,3,4

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

Budgeted cost: £26,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups led by highly qualified Teaching Assistants. · Additional Teaching Assistant hours to provide feedback and to support interventions. · Termly data monitoring and progress discussions. · Senior leaders to support	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. EEF Teaching assistant interventions Feedback (High impact for very low cost +8 months). · EEF toolkit: Small Group Work (Average impact +4 months).	1,2,3,4

<p>class teachers and Teaching Assistants.</p> <ul style="list-style-type: none"> · Reading materials to spark interest. · Reading environments around school and in classes to develop intrinsic readers · · Highly qualified TA intervention groups targeted for those to achieve expected standard at KS2. · Insight to analyse attainment and progress. · <p>Interventions and smaller targeted groupings in Year 6.</p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months).</p> <ul style="list-style-type: none"> · National Literacy Trust 	
<p>Introduction of Vocabulary – Vocabulary Ninja in each Year group</p> <p>Time to Talk in Reception</p>	<p>On average, oral language interventions have a high impact on pupil outcomes. EEF evidence have found that communication and language interventions have been found to have an average impact of +6 months progress.</p>	1,2,3,4

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed social and emotional learning into the school culture. Trained ELSA's deliver emotional literacy support where needed and all staff to provide nurture support.</p>	<p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. EEF- Social and emotional learning</p>	1,2,3,4,5

<p>Educational Visits and enrichment contributions to support parents who aren't able to afford education visits to outdoor and adventurous activities.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. EEF-Outdoor and Adventure learning</p>	<p>1,2,3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. Monitoring attendance and implementing identified strategies.</p>	<p>The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 37,075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Reading

2023/24: 57.1% expected standard

2024/25: 66.7% expected standard

Reading outcomes for FSM pupils have improved this year, showing progress in comprehension and reading skills.

Writing

2023/24: 57.1% expected standard

2024/25: 66.7% expected standard

Writing attainment has increased, suggesting improvements in pupils' ability to apply grammar, spelling and composition skills.

Maths

2023/24: 71.4% expected standard

2024/25: 100% expected standard

FSM pupils are now achieving the expected standard in maths, representing the largest improvement across subjects.

GPS (Grammar, Punctuation and Spelling)

2023/24: 57.1% expected standard

2024/25: 66.7% expected standard

GPS outcomes have continued to improve, supporting stronger writing skills.

Improvement across all core subjects for FSM pupils at the end of KS2. Maths shows the most significant progress, reaching 100% expected standard. Reading, writing and GPS all show steady improvement.

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
Insight	Equin

Service pupil premium funding (optional)

<i>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</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.