

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026 to 2027 academic year, 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	Data
School name	St. John's C of E Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (reviewed annually)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Naomi Healey
Pupil premium lead	Leanna Moran
Governor / Trustee lead	Clare Woodcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,820
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	£34,820

Part A: Pupil premium strategy plan

Statement of intent

We believe that the quality of teaching and learning is fundamental to ensuring the best possible outcomes for our pupils and crucial to closing the gaps in learning for our most disadvantaged pupils. The best outcomes will mean good progress and high attainment across the curriculum. These pupils often need more time and/or support to address gaps and consolidate learning.

We will consider the challenges faced by vulnerable pupils, such as those that are young carers or have a social worker. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We are responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. Our current plan continues towards improving outcomes in phonics, Literacy and Mathematics by ensuring teaching is as effective as possible through a consistent and shared approach across school. We strive to prioritise continued professional development ensuring a highly skilled workforce with excellent staff retention. Effective staff deployment is used to provide small group and 1:1 intervention for those pupil premium children who are currently working below national expectations or at risk of falling behind.

Pupil Premium children who are already working at expected or greater depth are targeted with adaptive teaching in class and interventions to build on their skills. We also ensure they have wider experiences and opportunities outside of the classroom.

In addition, we subsidise educational visits, uniform costs and breakfast and after school provision to ensure these pupils are able to develop their self-esteem and confidence.

Challenges

This details the key challenges to achievement that we have identified for this 3 year period among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Many of our pupil premium pupils have low attainment in maths and literacy when compared to peers.
2	This group has been identified as having poor vocabulary and ability to apply this in class.
3	Observation and assessment shows that our pupil premium children have difficulty with retention and working memory skills.

4	Family circumstances. - Where parents are separated and children need the skills to deal with this and raise their self- esteem - Family physical and mental health issues impact on all areas of children's learning
5	25% of Pupil Premium children are also recognised as vulnerable learners and 13% also have SEND.
6	Some of our pupil premium children have low attendance and regular lateness.

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 the best outcomes for FSM children in phonics, Literacy and Mathematics through targeted support.	Consistent strategies used across the school. Early identification of children requiring additional support. Children make good progress from their starting points, closely monitored each term through pupil progress meetings.
To further develop children's exposure to new vocabulary.	Increased exposure to quality language and rich vocabulary. More focus on teachers reading to the class on a daily basis. Subject specific vocabulary displayed on working walls. Vocab mats used in daily teaching.
To provide P/P children with subsidised educational visits and extra-curricular activities where needed.	Increased levels of equality, self-esteem and confidence.
To support families by providing before and after school care and uniform's where needed.	Identified families have access to Breakfast Club, after school clubs and Shooting Stars (after school provision). Uniform is funded ensuring pupils feel included. Spare uniform is also available.
To further support the mental health and wellbeing of our pupils and staff team.	Children's and staff mental well being is identified and action is put in place, either in house or with external agencies. Teaching staff to attend sessions to discuss feelings and goals. Senior Leaders to attend supervision with an external provider. New pastoral role will support children with mental wellbeing.

To improve attendance and reduce lateness.	To work with families to overcome barriers with the help of pastoral worker. Set up home / school agreements and continue to closely monitor improvements. To seek support from attendance officers where applicable.
To seek opportunities in the community to ensure our children have the knowledge and experience of our society.	Through opportunities to experience the culture and community of our world through visits internally and externally. To forge school links with another school to ensure our pupils understand the wider community.

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: £15,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Pupil Progress meetings between Teaching and Learning lead/Pupil Premium Lead (LM), SENDCo (SP) and class teachers to analyse progress/ barriers to learning.	Timely intervention and quality first teaching methods will continue to be embedded across the school. Sutton Trust states that quality first teaching has a direct impact on pupil outcomes. Early intervention will be implemented as part of our SEND graduated approach. The Education Endowment Foundation (EEF) confirms the importance of knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils.	1,2,3,4,6
Senior Leaders will deliver Professional Development to support staff.	Refer to the monitoring and CPD timetable for evidence. Research shows the importance of Making Best Use of Teaching Assistants - (EEF)	1,2,3
Teachers will undergo further education by	Highly quality CPD, to ensure skilled and confident staff will see better progress from children (EEF)	1,2,3

working towards NPQ qualifications.		
Teachers will continue to use coaching to further develop high quality teaching.	Instructional coaching sessions.	1,2,3
Pupils will be challenged to be Active Learners within lessons and will become more adept at practise and retrieval activities.	Pupils will be challenged in all lessons and receive effective feedback leading to better learning outcomes. They will know more and remember more over time.	1,2,3

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

Budgeted cost: £14,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement the NFER Test-style Standardised Assessments suite.	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	1,2,3

Interventions are identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). IDL Bounce back phonics Contributions towards additional support staff costs to deliver interventions	The EEF acknowledges the importance of timely intervention and quality first teaching.	1,2,3
Identified children will take part in Reading and Maths interventions to consolidate learning.	Assessments show that children make progress after attending these sessions. The EEF supports this and states schools should have high expectations of ALL children – no ceiling/ differentiation in expectations.	1,2,3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work in partnership with Children and Family Well-being service and Mental Health Support team	This aims to increase our knowledge of the individual emotional and mental needs of our pupils.	4,5,6

To utilise the enriched outdoor area to allow for more first-hand experiences, developing language, vocabulary and understanding	Research shows children learn best through first hand experiences and that outdoor learning shows positive benefits on academic learning and self-confidence (EEF).	2,4,5,6
To continue to praise and support the behaviour of the children in school on a regular basis	Terrific texts to parents Golden Book awards based on values relating to behaviour. Mad Hatter Tea parties	4,5,6
To closely monitor attendance and lateness and work towards continual improvement	It is important to talk to parents so that any plan is informed by an understanding of families' lives and what facilitates or impedes their support for their children's learning (EEF).	4,5,6
To implement effective parental engagement and build positive relationships	Schools and parents have a shared priority to deliver the best outcomes for their children (EEF).	4,5,6
To allow opportunities for children to access therapy.	Trauma research shows that children need to be in a safe emotional space before they are ready to learn.	3,4,5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

End of term assessments were used to monitor the needs of our Pupil Premium children; this was overseen by the SENDCo and Key Stage 2 leader to ensure needs were carefully planned for and any gaps in learning could be identified. As a result, interventions were set up for groups and individuals. Small steps of progress for these learners have been observed.

Those pupils identified as SEND have received support from external specialists to offer advice for teaching staff on strategies and next steps. Parents have attended Pupil Overview of Provision meetings to ensure they are aware of their child's next steps and can support further at home.

A Mental Health Action is implemented across the school, this includes working closely with Burnley Mental Health team to offer 1:1 support for pupils and offer training to parents. Termly 'Care for a cuppa' sessions have taken place which has enabled the SENDCo to meet with parents alongside the Mental Health team to offer parenting support.

Attendance of pupils is being closely monitored and where necessary individual parental agreements have been set up to address any barriers.

A life coach has been providing weekly 1:1 support for those pupils who have experienced adverse childhood experiences.

To improve the outcomes for FSM children in phonics, Literacy and Mathematics

- Assessment data shows that more children in KS2 have passed their phonics screenings as a result of interventions.
- Termly monitoring between SENDCo, class teachers and key stage leaders show that we have an in depth knowledge of the needs of our P/P learners and this enables them to ensure their needs are met. This is documented through pupil progress meetings and then shared as a whole team to address any common themes.
- Children accessing IDL intervention have increased reading and spelling scores.
- The Red Rose phonics is now embedded across EYFS, KS1 and lower KS2.
- An increased amount of NCETM ready to progress resources are being used as part of interventions, the impact has been an increased staff knowledge and confidence in maths questioning.
- The Write Stuff approach to teaching Literacy is now embedded across the school.
- Moderation with other primary schools took place and allowed professional discussions to take place with other teachers with a focus on writing.
- Additional phonics training has been accessed by all teaching staff to ensure a consistent approach is embedded throughout school.
- Some observations of interventions have taken place.

To increase children's exposure to new vocabulary

- Vocab mats are being successfully used across all age groups.
- More time is allocated in lessons to explore subject specific vocabulary to aid understanding.
- Vocabulary is shown on working walls as a point of reference.

<u>To provide P/P children with subsidised educational visits and extra-curricular activities where needed.</u> Some of our pupil premium children have taken part in a wide variety of trips and educational visits including BSSP sports days and farm trips which has built their confidence in various subjects.
<u>To support families by providing before and after school care and uniform's where needed.</u> - Our families have accessed subsidised breakfast club and after school club provision. - Some families have been provided with food parcels.
<u>To improve Young Mental Health and mental wellbeing throughout school for staff and children.</u> - Our Senior Mental Health leader has implemented an action plan and we continue to work towards a whole school ethos. - Staff well-being continues to be prioritised. - Pupil premium children have been targeted to ensure they are accessing a wide range of extra-curricular clubs and roles in school. - The PSHE curriculum has been tailored and adapted throughout the school year to ensure issues arising are being addressed. - School staff continue to work towards supporting our learners pastoral needs, this has included referral to Children and Family Well-being service and the Mental Health Support Team.

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
The Period Coach	Samantha Wright
Additional 'Catch-Up' Swimming Lessons	Burnley Sports Partnership
Youth Mental Health Training – staff and children	Youth Sports Trust and Burnley Sports Partnership
Red Rose Letter and Sounds	LCC
Inside Out	CFWBS
BSSP sports events	Burnley School Sport Partnership
Life coaching	Natalie Walton, Be YOU be free

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional support given during class to re-visit missed learning and identified gaps.