



St John's CE Primary School's Pupil premium strategy statement



This statement details St John's CE Primary 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 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	322
Proportion (%) of pupil premium eligible pupils	33%
Academic years that our current pupil premium strategy plan covers	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	3 rd November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Rebecca Soper
Pupil premium lead	Rebecca Soper/Harriet Chapman
Governor / Trustee lead	Lesley Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,836
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	£143,836

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for Pupil Premium children can be, less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between Pupil Premium pupils and Non-Pupil Premium pupils.
- For all Pupil Premium pupils in school to meet or exceed age related expectations in attainment.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of Pupil Premium pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision St John’s CE Primary School consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Providing small group work focussed on overcoming gaps in learning
- Additional learning support.
- Support payment for educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Provisions in place to improve attendance and punctuality
- Emotional literacy support if necessary (private counselling and Pets as Therapy is also on offer if required)

Challenges

This details the key challenges to achievement that St John's CE Primary School have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrowing the attainment gap between Pupil Premium pupils and their peers.
2	Attendance and punctuality issues.
3	Lower levels of self-esteem and resilience
4	Mental health problems for both children and parents
5	Behaviour difficulties within a core group of children

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 Pupil Premium pupils' attainment is equal to or greater than their non-Pupil Premium peers.	The attainment gap between Pupil Premium pupils and their peers is narrowed in all year groups. The gaps in learning for Pupil Premium pupils are identified and addressed. All staff know who their Pupil Premium learners are and their individual needs. Pupil Premium pupils to be prioritised for WAC provision and clubs.
To ensure that Pupil Premium pupils have the same access/opportunities for learning as the rest of the school	All staff know who their Pupil Premium learners are and their individual needs. All staff have a clear understanding of the pupils' curriculum journeys. A broad and balanced curriculum is planned for all learners. SLT supportive of family issues and prioritise needs to ensure learning is not hindered by socio-economic situation or safeguarding concerns. Pupil Premium pupils receive the same learning opportunities as their non-Pupil Premium peers.

	Monitoring shows that provision for Pupil Premium pupils is meeting their individual needs and where it is not yet, this is targeted and support given.
To continue to establish good attitudes to attendance and punctuality, so that all year groups have attendance above average.	Overall attendance for Pupil Premium pupils, is at/greater than 96%. Families will be called if a child is absent without reason. Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially). Attendance will be monitored on a weekly basis to ensure poor attendance is addressed in a timely manner. Pupil Premium pupils to be prioritised for Breakfast Club.
To continue to provide enrichment experiences for learning that Pupil Premium pupils would not usually experience including trips and extra-curricular.	Maintained and increased access and participation in wider curriculum opportunities. Educational school trips are funded by school for children in receipt of Free School Meals. The attendance of Pupil Premium pupils on educational school trips is 100%. An increased number of Pupil premium pupils are attending extra-curricular clubs.

Activity in this academic year (2025 - 2026)

This details how St John's CE Primary School intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to access continuing professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils. - Subject Leadership - Reading - Writing - Maths - Teach Like a Champion pedagogy - Reading Reconsidered - Assessment - SALT – Development Language Delay - ELKLAN support - Sounds Write Training	Education Endowment Foundation Guide to Pupil Premium – tiered approach – Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1, 2 and 4
High Quality Teaching through our progressive model curriculum based on Mastery Learning.	Education Endowment Foundation impact +8 months in Primary schools. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress	1

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

Budgeted cost: £81,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA's appointed across the school for small group support work with Pupil Premium pupils.	Education Endowment Foundation impact +4 months. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1 and 3
Social and Emotional Learning (SEL) with specialist TA: - Lego Learning - Emotional literacy groups with an ELSA trained member of staff - Sensory Circuits - Forest School - Pets As Therapy - Mentoring - Counselling	Education Endowment Foundation impact +6 months in Primary Schools. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. The evidence indicates that there is particular promise for approaches that focus on improving social interactions between pupils.	3 and 4

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

Budgeted cost: £25,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
WAC (Breakfast Club) in place where Pupil Premium Pupils are prioritised.	Improvement in attendance and punctuality for our Pupil Premium pupils. Pupil Premium pupils are fed before the school day which leads to improved concentration. Prompt and effective start to the school day for Pupil Premium pupils. Pupil Premium pupils have the opportunity to socialise and make friends.	2 and 3
Exciting educational trips and visits will be planned to enhance the curriculum across the school.	Children who are exposed to these have an enhanced knowledge and understanding of the world.	1 and 3
Attendance data will be analysed on a weekly basis by Assistant Head teacher / Office staff Families will be contacted if a pupil is not in school, and support offered. Support to be provided to families to raise attendance / punctuality, this may be through our Early Intervention Family Worker. Assistant Headteacher and Office Staff will work closely together, pupils below 95% are identified and protocols followed.	Attendance data (Last Academic Year 92.3% for Pupil Premium Pupils) Data shows pupils with highest attendance make the most academic progress, due to increased opportunities for overlearning and access to a broad and balanced curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised behaviour interventions in place for identified pupils in order to help pupils manage their self-regulation and emotional skills.	Education Endowment Foundation impact +4 months. According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. (There were no permanent exclusions in 2024-2025. The suspension rate for pupils eligible for FSM was higher compared to for those not eligible.) The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	5

Total budgeted cost: £143,836

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 2024 - 2025 academic year.

In July 2025, EYFS maintained a stable result of 61% GLD. The EYFS staff have worked hard to improve the outside area and to include focused activities featuring key vocabulary. There was a 15% gap between pupil premium children (64%) and their non-pp peers (79%). There was significant progress made from a baseline of 4%.

In Year 1, when comparing July 2024 to Autumn 2024, the gap in reading, writing and maths narrowed with pupil premium children underperforming in maths by 1.6% and writing by 3.2% in end of year attainment measures. In the Phonics Screening Check, non-pupil premium children outperformed pupil premium children by 13%. This data includes one child with an EHCP.

In Year 2, the gap narrowed in reading by 10% and 1% in writing. Pupil premium children underperformed in maths by 37% against their non-pupil premium peers and by 6% in reading and 17% in writing.

In Year 3, the gap continues to close as pupil premium children are outperforming their non pupil-premium peers in maths and writing. The gap in reading continues to close, by 9% however the pupil premium children are still under performing in this area.

In Year 4, the gap has closed marginally by 1% in maths and 2% in writing. In reading, there is no change so we continue to focus on this area for the coming years.

In Year 5, pupil premium children improved in performance by the end of the year in all areas, with the gap closing in maths by 4% and in reading and writing by 5%.

In Year 6, pupil premium children underperformed in all areas but made progress from the beginning of the year. In all areas the gap did not close significantly compared to their non-pupil premium peers.

Externally provided programmes

Programme	Provider
Complete Maths	Complete Maths
Sounds Write Phonics	Sounds-Write Ltd