

Pupil premium strategy statement

Saint John's Church of England 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saint John's Church of England Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	19% (34 pupils) of which LAC/PLAC (1%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Victoria Beevers (HT)
Pupil premium lead	Victoria Beevers (HT)
Governor / Trustee lead	Jenny Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,292
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,593
Total budget for this academic year	£71885

Part A: Pupil premium strategy plan

Statement of intent

Saint John's CE Primary School is an inclusive school which serves a diverse community. We work closely with our parents, families and other agencies to help our pupils flourish. Our aim is to support all pupils to make the best possible progress in all areas of their lives. We know that the quality of teaching, the provision of effective, targeted support and the removal of barriers to effective learning are key tenets in achieving this aim. We make effective use of research combined with a detailed knowledge and analysis of our own context to equalise and maximise the opportunities and progress of all our pupils, particularly those that experience disadvantage. In addition, we monitor the impact of the work that we do, assessing what's working best for individuals and for pupils as a group.

When we consider disadvantage and the gap that might arise due to disadvantage, the following areas are kept in mind:

- We have a high proportion of vulnerable pupils and families who have been identified through our meetings with teachers and families.
- We have different languages spoken across the school and a high number of our pupils have English as an additional language, many are brand-new to English.
- The number of pupils with additional needs (SEND) and EHCPs is above average.

Our existing support strategies have a clear and demonstrable impact upon pupil progress:

- A structured, coherent and progressive curriculum that focuses on the development of communication and language
- A concentration on early reading and phonics and key basic skills
- Assessment of learning and of basic skills to identify major gaps
- The implementation of targeted interventions designed to support the emotional needs of pupils across the school and a whole school approach to mental health support from a trained champion
- High-quality training for staff on learning strategies that support all pupils as well as dedicated training on frequently encountered educational needs particularly: communication and interaction, communication and language and neurodiversity
- Attendance support from senior leaders in school
- High quality pastoral support sessions
- Classroom time spent on mental health, wellbeing and social skills development.

Our intention is to close the gap by the end of Year 6 for our disadvantaged pupils. We want all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The pupil premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years
- who have been continuously looked after for the past six months per pupil
- whose parents are currently serving in the armed forces

However, we also recognise that there are pupils in our school who are not in receipt of pupil premium but still experience disadvantage and, therefore, we have ensured that what we do positively impacts on all of our pupils.

In line with research evidence from the Education Endowment Foundation, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 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.

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:

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

Challenges

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

	Challenge number	Detail of challenge
1	PERSISTENT ABSENCE	It is recognised that absence from school impacts pupil engagement with learning and therefore school needs to provide support to help families ensure high levels of attendance.
2	CULTURAL CAPITAL	Parental discussion evidences concern around accessing additional activities particularly in the context of the ongoing cost of living crisis. School needs to be able to provide these formative life experiences.
3	SEMH	Life experiences, including those during lockdowns, can impact pupils' social, emotional, and mental health and well-being. Meetings with families evidence an increased need for focused and targeted pastoral support.
4	READING	Reading has considerable impact on accessing learning and we recognise the essential need for language acquisition and communication. School needs to provide support for reading to ensure pupils remain on track.
5	WRITING	It is essential that all pupils are provided with teaching and learning to ensure they can achieve the Greater Depth Standard in writing whether or not they are eligible for pupil premium.
6	MATHS	It is essential that all pupils are provided with teaching and learning to ensure they can achieve the Greater Depth Standard in maths whether or not they are eligible for pupil premium.
7	SEND	A high number of pupils in receipt of pupil premium also have special education needs. Pupils can achieve good outcomes, as observed in the classroom and seen through data, when support is in place for SEND.

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	Improved attendance of disadvantaged pupils	Pupils with persistent absence improve their attendance as seen through case studies of individual pupils/families
2	All pupils experience a rich learning offer that enhances their social and cultural capital	All pupils experience a wide range of visits both to and from the school that enhance their learning, knowledge and life experiences. Where parental choice is a barrier to inclusion, alternatives are explored and offered where appropriate. The representation of disadvantaged pupils is in line with demographic across enriching provisions e.g. as worship leaders, school council, play buddies
3	Improved social, emotional and mental health and well-being of disadvantaged pupils	Senior Leaders report positive outcomes of vulnerable families at termly meetings. Evidence through: <ul style="list-style-type: none"> • Pupil voice, data analysis and discussions with families show that pupils feel safe and happy • SEMH support in the NEST addresses pupil needs • Records on CPOMS • Contact with home Contact other agencies for support, including signposting to mental health practitioners
4	Improved reading progress and attainment of disadvantaged pupils	Pupil voice shows a positive attitude towards reading. End of year assessments evidence that all pupils with PP without SEND achieve in line with their peer groups at both EXS and GDS level. End of year assessments evidence good or better progress for 90% of all pupils with SEND. Rapid progress is made and gaps in learning are closed.
5	Improved writing progress and attainment of disadvantaged pupil	Pupil voice shows a positive attitude towards writing. End of year assessments evidence that all pupils with PP without SEND achieve in line with their peer groups at both EXS and GDS level. End of year assessments evidence good or better progress for 90% of all pupils with SEND. Rapid progress is made and gaps in learning are closed.
6	Improved maths progress and attainment of disadvantaged pupils	Pupil voice shows a positive attitude towards maths. End of year assessments evidence that all pupils with PP without SEND achieve in line with their peer groups at both EXS and GDS level. End of year assessments evidence good or better progress for 90% of all pupils with SEND. Rapid progress is made and gaps in learning are closed.
7	Improved progress and attainment for disadvantaged pupils with SEND	Soft data, including pupil, parent and staff voice, indicates that pupils with SEND feel positive about their progress and attainment and hard data, including summative data and evidence in books, shows improved progress and attainment.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above, including evidence that supports this approach.

Teaching (CPD, recruitment and retention)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD - general Training and release will be provided to allow all teachers to prepare, respond to and enhance the quality of their teaching by removing barriers to learning, focusing on effective provision, demonstrating modelling and cognitive approaches and ensuring strong progress is made across all curriculum areas.</p>	<p>Teaching skills - high impact for very low cost https://educationendowmentfoundation.org.uk/news/latest-updates-to-the-toolkit https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-literacy https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>4, 5, 6, 7</p>
<p>Staff CPD – Phonics Commitment to ensuring that our approach to phonics is being followed rigorously and with fidelity throughout EYFS and KS1 with resources that give pupils the best possible start in reading. Catch up support is in place where needed.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4, 5, 6, 7</p>
<p>Staff CPD – Managing Behaviours Team Teach and SHADEs training in order to support staff to engage pupil, de-escalating behaviours and</p>	<p>Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4, 5, 6, 7</p>

understanding how to support families more effectively.		
Staff CPD - SEND Training for neuro-diversity Individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. More targeted feedback may also support pupils to address misconceptions or overcome specific barriers to learning.	Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4, 5, 6, 7
Staff – Subject Leader Work Release of teachers for monitoring of specific subjects in line with implementation model: Explore, Prepare, Deliver, Sustain.	Positive impact of monitoring https://educationendowmentfoundation.org.uk/news/monitoring-can-support-decision-making https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers	4, 5, 6, 7
Adaptive resources These need to be available to all teaching staff to ensure pupils have appropriate support in their learning	https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching Use of Floppy Phonics Use of Literacy Shed for reading comps Use of White Rose Use of Times Tables Rock Stars and Numbots Use of Kapow curriculum planning & resources, along with other curriculum resources for foundation subjects	4, 5, 6, 7
Assessment Tests Purchase and make effective use of testing processes that identify the needs pupils in maths and reading. Training for staff to ensure assessments are interpreted and administered correctly.	Rising Stars tests 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 interventions or teacher instruction: https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	4, 5, 6, 7

Targeted academic support (tutoring, 1:1 support, structured interventions)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional NELI phonics sessions targeted at disadvantaged pupils who require further phonics support.	Evidence consistently shows that having these targeted sessions the pupils results in additional progress in oral language skills https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli	3, 4, 7
Floppy Phonics in Reception and Year 1. Resources, peer observation and training purchased	Teachers and teaching partners have been trained to deliver the Floppy phonics scheme in small groups. The school has also invested in decodable phonics books. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4, 7
Improve school expertise around SEMH needs of individual pupils, including providing additional training to staff in managing high-needs behaviour at lunchtimes and for pupils with communication and interaction difficulties.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 3, 7
Improvements to the outside play area for our infant pupils	Evidence shows that play-based learning has cognitive outcomes, as well as benefits around physical development, relationship building and expressive arts. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	1, 2, 3, 7

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £10,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
The NEST (upstairs room) Nurture and Emotional Support Team working with pupils, including purchase of room resources, sensory items and making a suitable environment for pupils	Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. EEF Improving Social & Emotional Learning	1,2,3,4,5,6,7
Pastoral Support Team	Our pastoral support team run many interventions for pupils who require additional social, emotional and behavioural support. We have a timetable of pupils who are seen weekly. EEF Prioritise Social & Emotional Learning	1,2,6,7
CPD and Training regarding Attendance and Persistent Absence	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Attendance CPD	1,2,3,4,5,6,7
Key Experiences	In order to access and enhance the school's curriculum, we ensure all pupils have free or subsidised key experiences every term where knowledge for learning is related to the project or piece of learning. EEF Arts Participation	1,2,3,4,5,6,7
Additional hours from GCC to gain Educational Psychologists assessments to identify pupils and families who require additional support.	Increased numbers of referrals via CPOMS, plus families requesting support and advice. EEF SEND Support	1,2,3,4,5,6,7

Total budgeted cost: £71,885

£45,000	63%	Teaching
£16,000	22%	Targeted academic support
£10,885	15%	Wider strategies

Part B: Review of outcomes in the 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, to be reviewed in December 2026.

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Externally provided programmes

Programme	Provider
Spelling Shed	Ed Shed
Literacy Shed	Literacy Shed
Times Tables Rock Stars & Numbots	Maths Circle
Kapow resources	Kapow
Team Teach & SHADES	Headsight, Gloucestershire