

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	199 (203 max)
Proportion (%) of pupil premium eligible pupils	21% (42 pupils) PLAC/LAC 1% (3 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£56,550
Recovery premium funding allocation this academic year	£6,649
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,072
Total budget for this academic year	£79,271

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 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.
2 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.
3 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.
4 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.
5 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.
6 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.
7 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.

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 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.
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
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.
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.
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.
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
Improved attendance of disadvantaged pupils	Pupils with persistent absence improve their attendance as seen through case studies of individual pupils/families

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>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</p>	<p>1,3,4,5,6,7</p>
<p>Teachers will be highly skilled in teaching of writing through the training in Talk for Writing, the use of EEF toolkits and through KS1 and KS2 LA moderation.</p>	<p>Talk for Writing skills being used throughout the school with positive impact https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	<p>1,3,4,6</p>
<p>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.</p>	<p>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</p>	<p>1,3,4,5</p>
<p>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>1,2,3,4,5,6,7</p>

<p>Teachers will be highly skilled in teaching of reading comprehension through CPD and shared practice across the school</p>	<p>Use of Literacy Shed for reading comps Reading comprehension strategies – very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,3,4,6</p>
<p>Teachers will be highly skilled in teaching of Maths through using a mastery approach and using consistent planning and resources</p>	<p>Mastery in Maths – high impact for very low cost Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts, drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1,5,6,7</p>
<p>Teachers and TAs will be skilled at giving feedback to pupils.</p>	<p>Feedback – very high impact for very low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1,3,4,5,7</p>
<p>Team Teach and SHADEs training in order to support staff to engage pupil, de-escalating behaviours and understanding how to support families more effectively.</p>	<p>Behaviour interventions – moderate impact for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1,2,6,7</p>
<p>Training for SEND – around 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.</p>	<p>Individualised instruction - moderate impact for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional NELI phonics sessions targeted at disadvantaged pupils who require further phonics support. Resources, peer observation and training purchased	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	1,2,3,4,6,7
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	1,2,3,4,6,7
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	1,2,6,7
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	1,2,6,7

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £18,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
The NEST (upstairs room) Nurture and Emotional Support Team working with pupils Room resources, including 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: £79,271

£45,000	57%	Teaching
£15,500	20%	Targeted academic support
£18,771	23%	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 2024 to 2025 academic year, to be reviewed in December 2025.

Intended outcome	Success criteria	Review December 2025
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.	All surveys completed with positive results: 76% pupils express positive attitude towards learning 88% parents express positive attitude towards SEND provision Hard data shows that disadvantaged pupils with SEND are making good progress: 33% are at expected or above at the end of the year. 17% are just below and 6 pupils are below. These six pupils have considerable support for their SEND challenges, ECHP targets and SEMH needs.
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 	Meetings with vulnerable families provide positive feedback about the SEMH of disadvantaged pupils, with particular focus on the support in the Nest and the regular meetings with school leaders. Records on CPOMS showed improved resilience and self-regulation of many disadvantaged pupils, as well as productive engagement with families Contact with external agencies has increased with Young Minds Matter meeting with disadvantaged pupils in school and Early Help support provided for disadvantaged families. Pupils express the essential nature of the pastoral team and their support during the school day.
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	Pupil voice has given clear indication that staff support in the classroom, alongside adaptations in teaching and learning styles and resources, have ensured improved attitudes towards reading and pupils speak positively

	<p>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.</p>	<p>about reading in school. In addition, reading at home as improved, as indicated by parental voice. Volunteers readers have also helped to target reading with disadvantaged pupils. Over the academic year, disadvantaged pupils have made the following good progress in reading: 36% have made more than expected progress (cf 38% non-PP) 55% have made expected progress (cf 61% non-PP) Two pupils have not made good progress, one of whom is moving to special school provision.</p>
<p>Improved writing progress and attainment of disadvantaged pupil</p>	<p>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.</p>	<p>Writing continues to be the hardest area for many disadvantaged pupils to master; however, staff support in the classroom, alongside adaptations in teaching and learning styles and resources, have ensured improved attitudes towards writing and pupils are choosing more actively to participate in writing activities. Over the academic year, disadvantaged pupils have made the following good progress in writing: 27% have made more than expected progress (cf 32% non-PP) 68% have made expected progress (the same % as non-PP) Two pupils have not made good progress, both of whom have high SEMH needs and one of whom is moving to specialist provision.</p>
<p>Improved maths progress and attainment of disadvantaged pupils</p>	<p>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.</p>	<p>Pupil voice suggests that Maths is seen very positively across school and engagement with home-school activities such as Times Tables Rock Stars has ensured improved attitudes towards Maths. Support for parents/carers in understanding Maths learning themselves has also helped home support for children, including many disadvantaged pupils. Over the academic year, disadvantaged pupils have made the following good progress in reading: 22% have made more than expected progress (cf 18% non-PP)</p>

		77% have made expected progress (cf 56% non-PP) One pupil has not made good progress; they are moving to specialist provision.
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	Opportunities to increase social and cultural capital have happened during the year. For example: Year 6 disadvantaged pupils supported to attend the residential; Funding ensures disadvantaged pupils take part in visits to local museums, swimming/sports events, Forest School and the pantomime. Clubs are provided by school which ensure access to extra-curricular activities for all pupils, ensuring disadvantaged pupils attend. Opportunities for leadership are given, with disadvantaged pupils taking up positions of responsibility across the school.
Improved attendance of disadvantaged pupils	Pupils with persistent absence improve their attendance as seen through case studies of individual pupils/families	Hard data shows that 48% of disadvantaged pupils have good or excellent attendance. 31% have attendance concerns. School is aware and is tackling areas such as: Pupils visiting families abroad during term time, often due to extended family bereavements/sickness; sibling illness also impacts ability for all pupils to be brought into school. However, case studies show considerable improvements in attendance with targeted families. Communications and procedures have been put in place to ensure that families understand the importance of attendance and the short-term and long-term impact of non-attendance on learning.

Externally provided programmes

Programme	Provider
Spelling Shed	Ed Shed
Literacy Shed	Literacy Shed
Talk for Writing	Talk for Writing
Team Teach & SHADES	Headsight, Gloucestershire