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 Church of England Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	FGB
Pupil premium lead	Oliver Priestley
Governor / Trustee lead	Rachael Horan

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£120,760
Recovery premium funding allocation this financial year	£0
Tutor lead funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£120,760

Part A: Pupil premium strategy plan

Statement of intent

At St John's Church of England Primary School, the expectation for all staff is that all lessons will be planned and then reflected on daily, in order to ensure the next steps for the children are accurate and effective. By doing this the children will make progress and maximise their potential. At the current time, 25% of the school is Pupil Premium, although 43% are entitled to Free School Meals.

This said, we also recognise that nationally, Pupil Premium children are less likely to achieve as well as their peers. This is the purpose of the extra funding and we have a responsibility to use this money to support those children in order for them to make accelerated progress.

In order to ensure this progress it is important to identify the barriers to learning. Reading, writing and maths levels of achievement are below their peers so it is clear that there are significant gaps which need to be filled. These can be identified through careful assessment. Even then, the child needs to be ready to learn. Meeting their emotional and physical needs is imperative to put them in a position to engage in the classroom. Some have a lack of experience to draw upon as well, so enrichment beyond the core subjects will enhance them. Attendance is key to all of this – if the children are not present it is difficult to make the significant difference that is required.

When consulting the Education Endowment Fund indicators exploring how to make accelerated progress, the most effective is feedback. Linked to reduced class sizes, more time can be spent by the class teacher with key individuals with lower ratios. With school percentages of Pupil Premium above the national, funding has been used to keep the class numbers down by the appointment of an extra qualified teacher. In all Year groups Pupil Premium are priority marking to be focused on first.

Other areas identified by the Education Endowment Fund as having significant impact are focused intervention groups exploring behaviour and learning. Emotional learning is flagged up to be extremely important. This

has influenced our spending in order to maximise the progress over the year.

The school acknowledges that the pandemic has further increased the gap in academic achievement and also caused further challenges emotionally for the children with greater turbulence in terms of managing school and home life.

Challenges

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

Challenge number	Detail of challenge
1	*Mental health*
2	Safeguarding
3	Developmental delay
4	Academic delay due to Covid 19
5	Attendance
6.	Behaviour

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
Reduced class sizes and create strong teaching teams allow the children to receive quality first teaching. Interventions and tutoring also support Pupil Premium in filling gaps and practising essential information, therefore accelerating progress and consistently making age related achievement	Pupil Premium children are making as good as, or better, progress in reading, writing and maths
The work of the pastoral team and attendance officer ensures that low attendance is tackled using a variety of measures to allow for the Pupil Premium children to be in school more frequently.	Attendance of Pupil Premium children to improve and the gap is closed with Non Pupil Premium
The work of the nurture room and pastoral care create a stable emotional base for the children to become successful in the	Emotional learning assessments score improve through support

classroom. Mental health strategies across the school ensure that ALL children, including Pupil Premium children, have their needs met. The pastoral team work with agencies to create stability in the home where needs are being met outside of school.	Levels of need demonstrate improvement in the support needed by 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,500

Activity	Evidence that supports this approach – all taken from education endowment fund	Challenge number(s) addressed
Ensuring single year classes to reduce the number of pupils in each room	Feedback + 6 months Reducing class size +2 months Individual instruction +4 months	4 and 6
Teaching teams are all strengthened in personnel to ensure quality first provision	Feedback + 6 months Teaching assistant interventions +4 months Small group tuition +4 months	4 and 6
Training for leaders and all staff regarding mental health and trauma	Social and emotional learning +4 months	1 and 2
Mental health lead identifies children and supports staff to deliver effective intervention	Social and emotional learning +4 months	1 and 2

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

Budgeted cost: £ *40,168*

Activity	Evidence that supports this approach - all taken from education endowment fund	Challenge number(s) addressed
Release teachers from class to work with individuals and groups to fill gaps	Reading Comprehension strategies +6 months Phonics +5 months Oral language interventions +6 months Small group tuition +4 months Mastery teaching +5 months	4
Teaching assistants to deliver interventions to	Reading Comprehension strategies +6 months Phonics +5 months	4

support acceleration of academic progress	Oral language interventions +6 months Small group tuition +4 months Mastery teaching +5 months	

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

Budgeted cost: £13,092

Activity	Evidence that supports this approach - all taken from education endowment fund	Challenge number(s) addressed
School to continue with Thrive approach	Social and emotional learning +4 months Behaviour interventions +4 months	1, 3 and 6
Enrichment discount for all Pupil Premium children	Arts participation +3 months Physical activity +1 month Outdoor education	1
Attendance officer to work with families to reduce absence	Parental engagement +4 months	2 and 5
Continued targeted approach for children supported by the nurture room	Social and emotional learning +4 months 1 to 1 tuition +5 months Metacognition and self-regulation +7 months Individual instruction +4 months Small group tuition +4 months	1, 3 and 6
Pastoral lead to complete targeted work with family seeking support	Parental engagement +4 months	2
ELSA provision in place	Social and emotional learning +4 months	1 and 2

Total budgeted cost: £120,760

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 2023 to 2024 academic year.

Objectives:

1. Reduced class sizes and create strong teaching teams allow the children to receive quality first teaching. Interventions and tutoring also support Pupil Premium in filling gaps and practising essential information, therefore accelerating progress and consistently making age related achievement

2. The work of the pastoral team and attendance officer ensures that low attendance is tackled using a variety of measures to allow for the Pupil Premium children to be in school more frequently.

3. The work of the nurture room and pastoral care create a stable emotional base for the children to become successful in the classroom. Mental health strategies across the school ensure that ALL children, including Pupil Premium children, have their needs met. The pastoral team work with agencies to create stability in the home where needs are being met outside of school.

Review:

1. *Reading*

For most year groups, the attainment gap between pupil premium and non-pupil premium pupils remained consistent. In Year 2, two newly admitted pupil premium pupils working significantly below age-related expectations impacted outcomes. Evidence from ELS interventions, KS1 assessment information and pupil premium profiles demonstrates that targeted support has enabled pupils to make positive progress.

	Class Percentage Achievement	*Pupil Premium Achievement*	*Percentage Gap 2026*	*Percentage Gap 2025*
Year 1	*73%*	*57%*	*-16%*	*n/a*
Year 2	*76%*	*28%*	*-48%*	*-25%*
Year 3	*63%*	*50%*	*-13%*	*-12%*

Year 4	*72%*	*80%*	*+8%*	*+9%*
Year 5	*60%*	*38%*	*-22%*	*-20%*
Year 6	*61%*	*55%*	*-6%*	*+1%*

2. *Writing*

The attainment gap between pupil premium and non-pupil premium pupils has narrowed in some year groups, demonstrating the impact of targeted support. In one year group, the gap has widened, largely due to two newly admitted pupil premium pupils in Year 2 working significantly below age-related expectations. Appropriate interventions are in place, and progress will be closely monitored throughout the new academic year using assessment data and regular review points.

	Class Percentage Achievement	*Pupil Premium Achievement*	*Percentage Gap 2026*	*Percentage Gap 2025*
Year 1	*82%*	*57%*	*-25%*	*n/a*
Year 2	*66%*	*14%*	*-52%*	*-39%*
Year 3	*57%*	*30%*	*-27%*	*-13%*
Year 4	*72%*	*87%*	*+15%*	*+5%*
Year 5	*64%*	*40%*	*-24%*	*-33%*
Year 6	*77%*	*68%*	*-9%*	*-12%*

3. *Maths*

In terms of support in class and maths intervention, the Pupil Premium have received support throughout the year.

	Class Percentage Achievement	*Pupil Premium Achievement*	*Percentage Gap 2026*	*Percentage Gap 2025*
Year 1	*73%*	*57%*	*16%*	*n/a*
Year 2	*76%*	*28%*	*-44%*	*-32%*

Year 3	*83%*	*80%*	*+3%*	*-19%*
Year 4	*83%*	*80%*	*+3%*	*+1%*
Year 5	*68%*	*40%*	*-28%*	*-40%*
Year 6	*70%*	*59%*	*-11%*	*-11%*

There is clear evidence that pupil premium pupils have made strong progress, with the gap closing or pupils outperforming non-pupil premium peers in some year groups. Year 3 pupil premium pupils have made notable progress, while in Year 4 attainment is broadly in line with non-pupil premium pupils. This demonstrates the positive impact of targeted interventions and support, enabling pupils to achieve well and make sustained progress from their starting points.

4. Attendance dipped under 90% for pupil premium but impacted by a long-term absence. The hot weather at the end of term led to more absence which saw a dip again. There are many case studies where attendance has been considerably improved with focused work with some families.

5. The emotional development of the children is assessed through Thrive Profiles. Within this the children's individual emotional and developmental needs are measured and scored as a percentage. The progress is then tracked throughout the year with children showing percentage increase.

Average percentage increase per year group:

Year Group	**% Average Increase over year**
Reception	31%
1	7%
2	2%
3	2%
4	3%
5	8%
6	6%

Significant progress has been made in Reception which was a focus; progress has been made with all year groups. The developmental stage can affect how much progress has been made. The other influential point is the child's starting point e.g. if the child started with 90% it is harder to make progress.

The conclusions have been that money invested into Thrive is having a positive impact on the Pupil Premium children and this is creating more emotionally secure pupils who are ready to learn.