

Pupil premium strategy statement

St. John's C of E (V.A.) 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. This statement is updated annually, and is underpinned by our 3-year pupil premium strategy.

School overview

Detail	Data
School name	St. John's CofE Primary
Number of pupils in school	421 (as at October census)
Proportion (%) of pupil premium eligible pupils	8.5% (as at October census)
Academic years that our current pupil premium strategy plan covers	2025-26 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Martina Martin
Pupil premium lead	Jane Wright / Jane Payne
Governor / Trustee lead	Andrea Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,300

Part A: Pupil premium strategy plan

Statement of intent

That all may

Love, Learn, Flourish
(John 10:10 - Life in all its fullness)

The focus of our pupil premium strategy is to ensure that these pupils can love, learn and flourish in line with their peers. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We want to focus on early identification, and target support across the school in order for our pupils to be ready to move on to secondary school with confidence and be well prepared for Key Stage 3.

Quality first teaching is at the heart of our approach: with effective CPD, we aim to close the disadvantage attainment gap through the best adaptive teaching practice, supported by available evidence.

There is also an emphasis on the children's wellbeing, to promote resilience and behaviour for learning.

Challenges

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

Detail of challenge																										
1	Our observations and assessments show a need for further training and development of all staff, including teaching assistants, to support pupils in class. These challenges particularly affect disadvantaged pupils, including their attainment in all areas of the curriculum. (Focus on TAs and our ECT).																									
2	Assessments, observations, and discussions with pupils and teachers indicate continued underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. Speech and Language continues to be an area of development across the school.																									
3	<p>Assessments of disadvantaged pupils in Early Years and KS1 show that phonics knowledge and early reading skills continue to be underdeveloped (which poses a barrier to accessing the wider curriculum).</p> <p>EYFS reading – PPG v. non-PPG:</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>25% (1)</td> <td>75% (3)</td> <td>75% (3)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>1.8% (1)</td> <td>10.7% (6)</td> <td>32.1% (18)</td> <td>48.2% (27)</td> <td>71% (4)</td> <td>87.5% (49)</td> </tr> </table> <p>KS1 reading – PPG v. non-PPG:</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>7.7% (1)</td> <td>30.8% (4)</td> <td>7.7% (1)</td> <td>30.8% (4)</td> <td>23.1% (3)</td> <td>61.5% (8)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>3.8% (4)</td> <td>12.4% (13)</td> <td>6.7% (7)</td> <td>50.5% (53)</td> <td>26.7% (28)</td> <td>83.8% (88)</td> </tr> </table> <p><i>Autumn 2 2025 data</i></p>	Pupil Premium	25% (1)	75% (3)	75% (3)	Not Pupil Premium	1.8% (1)	10.7% (6)	32.1% (18)	48.2% (27)	71% (4)	87.5% (49)	Pupil Premium	7.7% (1)	30.8% (4)	7.7% (1)	30.8% (4)	23.1% (3)	61.5% (8)	Not Pupil Premium	3.8% (4)	12.4% (13)	6.7% (7)	50.5% (53)	26.7% (28)	83.8% (88)
Pupil Premium	25% (1)	75% (3)	75% (3)																							
Not Pupil Premium	1.8% (1)	10.7% (6)	32.1% (18)	48.2% (27)	71% (4)	87.5% (49)																				
Pupil Premium	7.7% (1)	30.8% (4)	7.7% (1)	30.8% (4)	23.1% (3)	61.5% (8)																				
Not Pupil Premium	3.8% (4)	12.4% (13)	6.7% (7)	50.5% (53)	26.7% (28)	83.8% (88)																				
4	<p>Internal assessments indicate that age-related attainment among disadvantaged pupils for maths is not consistent compared to that of non-disadvantaged pupils.</p> <p>Y1-6 maths – PPG v. non-PPG</p> <table border="1"> <tr> <td>Pupil Premium</td> <td>31% (13)</td> <td>19% (8)</td> <td>11.9% (5)</td> <td>35.7% (15)</td> <td>2.4% (1)</td> <td>50% (21)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>12.1% (38)</td> <td>9.2% (29)</td> <td>12.7% (40)</td> <td>45.3% (142)</td> <td>21% (66)</td> <td>78.7% (248)</td> </tr> </table> <p><i>Autumn 2 2025 data</i></p>	Pupil Premium	31% (13)	19% (8)	11.9% (5)	35.7% (15)	2.4% (1)	50% (21)	Not Pupil Premium	12.1% (38)	9.2% (29)	12.7% (40)	45.3% (142)	21% (66)	78.7% (248)											
Pupil Premium	31% (13)	19% (8)	11.9% (5)	35.7% (15)	2.4% (1)	50% (21)																				
Not Pupil Premium	12.1% (38)	9.2% (29)	12.7% (40)	45.3% (142)	21% (66)	78.7% (248)																				
5	Internal assessments indicate that age related attainment among disadvantaged pupils for reading is not consistent compared to that of non-disadvantaged pupils.																									

Y1-6 reading – PPG v. non-PPG <i>Autumn 2 2025 data</i>	
Pupil Premium	
Not Pupil Premium	
6	<p>Our observations, discussions and analysis of interventions have identified social and emotional issues for many pupils, in some cases exacerbated by parental mental health issues. These challenges particularly affect disadvantaged pupils, including their attainment (as it makes it more difficult for them to learn). These SEMH issues may be worsened by lack of access to enrichment opportunities outside school.</p>
7	<p>The attendance and punctuality of disadvantaged pupils is lower than that of non-disadvantaged pupils.</p> <p>The data for the last half term (VYED Autumn 1 2025 – Data visualizations) shows that attendance among our disadvantaged pupils is more variable, with a noticeably spikier profile, than that of the overall school. On average, it also tends to be lower than that of all pupils.</p> <p>Persistent absence amongst our disadvantaged pupils has increased significantly, as shown in the IDSR 2024 – 2025.</p>

Key for academic data:

	Significantly below the Expected Standard
	Below the Expected Standard
	Just at the Expected Standard
	At the Expected Standard
	Significantly above the Expected Standard

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	To further improve the use of teaching assistants across the school, so pupils are supported better.	Identified pupils working with 1:1 / small groups, make significant improvements with their academic achievements. TAs develop expertise and have ongoing CPD through a schedule of regular TA CPD.
2	To continue to improve speech and language skills for identified pupils, particularly our disadvantaged pupils.	Disadvantaged pupils receive targeted SALT interventions and make small steps of progress, to close the gap between them and their non-disadvantaged peers. 1:1 specialist SALT assessment and intervention from a private therapist if deemed necessary.
3	To continue to improve phonics, sound knowledge and early reading skills for identified pupils, particularly our disadvantaged pupils.	Identified pupils working with 1:1 / small groups make significant improvements with their phonic knowledge, sound skills and early reading skills, to be more in line with their non-disadvantaged peers.
4	Improved maths attainment for disadvantaged pupils so they are more consistently in-line with non-disadvantaged pupils.	Disadvantaged pupils achieve similar outcomes to those of their non-disadvantaged peers in maths in 2027-28.
5	Improved reading attainment for disadvantaged pupils so they are more consistently in-line with non-disadvantaged pupils.	Disadvantaged pupils achieve similar outcomes to those of their non-disadvantaged peers in maths in 2027-28.
6	To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Maintaining therapeutic sessions across the school, including MHST when available, particularly for our disadvantaged pupils. Maintain a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
7	To achieve and maintain improved attendance for all pupils (including	Improved attendance by 2027-2028 will be demonstrated by:

	<p>persistent absence), especially disadvantaged pupils.</p>	<p><u>Absence</u></p> <ul style="list-style-type: none"> • All pupils: Absence rates for all pupils falling from 3.3% to 3% to be in line with median attendance of other similar schools* • Disadvantaged v. non-disadvantaged: Reduction of the gap between disadvantaged and non-disadvantaged pupils' absence so that disadvantaged attendance rises closer to non-disadvantaged (Autumn 2025 attendance is 93.7% disadvantaged/ 97% non disadvantaged)* <p><u>Persistent absence</u></p> <ul style="list-style-type: none"> • All pupils: Persistent absence rates for all pupils fall from 9.6% to 7.6% to be in line with median attendance of other similar schools* • Disadvantaged v. non-disadvantaged Reduction of persistent absence of disadvantaged children by at least 1% (persistent absence disadvantaged 18.8% and non-disadvantaged pupils 17.9%) <i>This data is taken from monitor your school attendance up to Dec 2nd 2025.</i> <p><i>*(Data from St John's CofE Primary School - Similar schools comparison report Autumn 1 2025)</i></p>
--	--	--

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: £4,654.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development of Teaching Assistants.</p> <p>Specific training to be planned and delivered in small groups to further extend knowledge and support the ongoing development of Teaching Assistants</p> <p>The training will include:</p> <ul style="list-style-type: none"> • Phonics training (weekly, provided by phonics lead) and coaching (provided by phonics lead as required) • TA CPD to match teacher CPD (ensuring consistency of approach across all members of teaching staff) • CPD specific to the TA's role • Training provided by the Maths Hub, and by the maths lead, to support TAs who work with small maths groups <p>To ensure TA skills are evaluated and improved, TA</p>	<p>Making the best use of Teaching Assistants guidance as reported by the Education Endowment Fund:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsgd.pdf?v=1700018148</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1700018148</p>	<p>1,2,3,4,5</p>

<p>appraisals will be undertaken by UPS teachers, in line with the staff appraisal cycle.</p>		
<p>ECT mentor to support our ECT 1 to ensure quality first teaching in her classroom, including adaptive teaching approaches.</p> <p>Maths lead to support our ECT 1 to bring her up to speed on the Mastery approach and our NCETM curriculum prioritisation, ensuring consistency with other teachers.</p>	<p>Targeted interventions and universal approaches can have positive overall effects, as reported in our OFSTED Report September 2021.</p> <p>Planning to focus on Mastery:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	3,4,5
<p>Diagnostic assessments (provided by our ongoing subscription to PiXL) enable us to identify the knowledge and skills gaps in reading, maths and spelling, grammar and punctuation, and work to close these gaps.</p> <p>Ongoing training and support is provided to teachers to ensure they can use and interpret these assessments effectively.</p>	<p>EEF evidence on diagnostic assessment:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	1, 3, 4, 5
<p>Delivering CPD to staff to enable the embedding of a new oracy framework across the school (to remain on the School Development Plan for 2025-2026 and 2026-27). CPD will be extensive, mainly delivered by senior leaders and will take multiple forms:</p> <ul style="list-style-type: none"> • Whole-school INSET sessions • Regular teacher CPD sessions • Regular TA CPD sessions • Targeted GROW coaching sessions to 	<p>Developing pupils' spoken language and communication skills can have wide-ranging positive impacts on their academic attainment (as well as their emotional wellbeing). This was recognised in the November 2025 Curriculum and Assessment Review.</p> <p>https://www.esu.org/wp-content/uploads/2023/11/Why-Oracy-Matters_FINAL.pdf</p> <p>https://assets.publishing.service.gov.uk/media/690b96bbc22e4ed8b051854d/Curriculum_and_Assessment_Review</p>	1, 2, 3, 4, 5, 6

2025-26

<p>support teachers to re- fine their practice</p> <ul style="list-style-type: none">• Asynchronous online training provided by Oracy Cambridge	<p><u>final report - Building a world- class curriculum for all.pdf</u></p>	
---	---	--

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

Budgeted cost: £37,468.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT Developing in-house Speech and Language Teaching Assistants, with the support of an independent SALT.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3
<p>PiXL Tuition</p> <ul style="list-style-type: none"> - Year 6 intervention groups in Maths and Reading to support academic levels of all pupils, including our disadvantaged pupils. 	<p>PiXL offers assessments and then individualised interventions to fill the gaps in pupils' knowledge.</p> <p>The EEF promote small group tuition groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4
<p>RWI phonics</p> <ul style="list-style-type: none"> - All relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. Training to be regularly updated. - Smaller phonics groups for targeted RWI support have been established - One-to-one catch-up interventions delivered - Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3

2025-26

- Read Write Inc Resources		
----------------------------	--	--

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

Budgeted cost: £14,067.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to employ a Wellbeing Lead to engage the families facing most challenges with support at home and in school.</p>	<p>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):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	6
<p>Raise the profile of attendance and punctuality with parents/carers and communicate the importance of regular attendance and the negative impact of term-time holidays to parents/carers.</p> <p>Improve systems and processes and implement targeted support for families with persistent absence, including those experiencing vulnerability.</p>	<p>By attending school regularly, children can develop essential life skills such as problem-solving, social connections, and work aptitude. They can also improve their academic performance and better prepare for a successful transition to adulthood.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>https://educationhub.blog.gov.uk/2025/08/why-school-attendance-matters-and-what-were-doing-to-improve-it/</p>	7
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to</p>	All

2025-26

	needs that have not yet been identified.	
Ongoing training and supervision for ELSA practitioners to enable them to provide emotional support for children.	https://explore.bps.org.uk/content/bpsecp/33/4/50	

Total budgeted cost: £65,621.58

NB our total budgeted cost is more than we receive in PPG funding.

Part B: Review of outcomes in the previous academic year (2024-25)

- In 2024-25, we continued to provide high quality CPD for our TAs, delivered by school staff and external trainers. Karen Barwell (our bought-in SALT practitioner) delivered ongoing training to TAs working with pupils experiencing SALT difficulties. Other CPD took the form of regular sessions during Collective Worship, including phonics training sessions every Tuesday and phonics coaching from our reading lead during phonics lessons. In staff voice sessions, TAs reflected that receiving training from, and working with, Karen Barwell has equipped them with valuable strategies for supporting children. They also fed back that they seek support from each other, e.g. a less experienced TA seeking support from a TA who had received more training from Karen, so that this expertise is disseminated across the staff body.
- Senior leaders conducted learning walks focusing on the practice of TAs, providing feedback to ensure that TA practice (and the way in which teachers deploy them) reflects the EEF “Making the best use of Teaching Assistants” guidance.
- Our Inclusion Leads continued to focus on pupils with **multiple** disadvantages, updating our Venn diagrams which clearly show how disadvantages intersect and impact pupils.
- Karen Barwell (independent SALT) continued to work with pupils this year, including disadvantaged pupils, to help improve their oral language skills and vocabulary. (She has also provided support for TAs and teachers to improve their expertise – see above).
- Our wellbeing lead has continued to facilitate a range of wellbeing interventions supporting children experiencing vulnerability, including disadvantaged pupils. These were provided by external providers such as MHST (to support parents/carers), as well as our internal practitioners such as TAs trained in ELSA and Drawing & Talking. Our wellbeing lead has ensured that wellbeing remains a central focus for pupils and staff.
- Over the course of 2024-25, disadvantaged children were supported to make solid progress from their initial starting points. However, a persistent gap remains between disadvantaged pupils and the attainment of all pupils. This is reflected in our internal assessment data (Y1-6). We recognise the ongoing challenge this poses.

	% of PPG pupils reaching EXS+ at first assessment point (Autumn 2024)	% of PPG pupils reaching EXS+ at final assessment point (Summer 2025)	% of all pupils reaching EXS+ at final assessment point
Reading	50%	71% (+21%)	84%
Writing	41%	57% (+16%)	77%
Maths	38%	54% (+16%)	82%

2025-26

Externally provided programmes

Programme	Provider
RWI Phonics	Ruth Miskin inc.
PIXL	https://www.pixl.org.uk/