

# Pupil premium strategy statement – St John’s 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	479
Proportion (%) of pupil premium eligible pupils	51 (10.65%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027 (Year 2 of 3 year plan)
Date this statement was published	November 2024
Date on which it will be reviewed	October 2026
Statement authorised by	Justin Hoyer Headteacher
Pupil premium lead	Laura Swithinbank
Governor	Alice Ballard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£83,240

## Part A: Pupil premium strategy plan

### Statement of intent

We aim for *all* of our pupils to make good progress, reach the expected standard or beyond and fulfil their own full potential, irrespective of their background or challenges they face. This fits with our school vision: Together, Fly high like an eagle.'

We aspire for our children who are eligible for the PP grant to be fluent readers, confident writers and to feel they are secure mathematicians with a strong sense of belonging, love of learning which will stay with them beyond our school, have resilience, independence and learning skills to flourish. Enjoying extra -curricular activities, learning an instrument and taking on a leadership role is also part of our ambition.

We aim to achieve this first and foremost by focusing on **quality first inclusive teaching** in all of our classrooms from EYFS to Y6 which we refer to as Tier 1. Teaching at St John's is built around positive and authentic relationships, high expectations and good subject knowledge. Our revised curriculum is inspiring, inclusive and structured so that children know and can do more. Our professional and experienced team of Learning Support Assistants (LSAs) play a vital role in supporting these children, understanding our school ambition of developing the children's independence and resilience.

This will be supplemented by **targeted academic support** and interventions to support vulnerable learners as and when required (Tier 2). At St John's, we carefully select well researched interventions and in our new strategy we aim to ensure that there is a tight focus on the academic gaps which will help close the attainment gap. For this strategy, we have recognised the intersectionality with our multilingual learners and so have increased our provision with a multilingual specialist. We understand the importance of early intervention. We offer teacher tuition and tutor tuition with a specialist tutor.

Our **wider strategies** (Tier 3) encompass attendance, which is key, as well as enrichment and wider curricular opportunities, Social Emotional and Mental Health (SEMH) support and giving children responsibility and leadership roles.

This strategy is closely linked to both our School Improvement and Equalities Plan. This document outlines the second year of a three year strategy and by the end of the 3 years we aim to be able to prove that, for those who fell within this timescale, we see a positive impact on their attainment, attendance, well- being, love of learning and participation in school life.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Intersectionality:</b> Among pupils eligible for the PP grant in 2024–2025, 67.3% were from minority ethnic backgrounds, 41.8% were EAL learners, and 34.5% were identified with SEND.
2	Assessments and data show that <b>attainment</b> for our pupils eligible for PP grant is below our school and national data. Some have low starting points.
3	<b>Attendance</b> of children eligible for the PP grant was below school’s attendance. (2024-25, PP eligible 94%, school 96%). Despite average being high - there are some pupils who are at risk of being persistently absent.
4	Some children have <b>low resilience</b> , lack confidence in their learning and self-regulation.
5	Some pupils and their families lack the sense of <b>belonging</b> to our school community (live further from school, new arrivals, single parents)
6	Some children do not experience a range of <b>enrichment activities</b> outside of school because of additional costs or opportunities in a leadership role

## 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
That all children reach the expected standard in reading, writing and maths. Where there are additional factors such as SEND and/or EAL significant progress is made.	That at all the following key assessment points our children who are eligible for the PP grant meet the expected standard, or beyond, in particular those who do not have an additional SEND or are EAL. <ul style="list-style-type: none"> <li>• Making a good level of development (GLD) at early years</li> <li>• Y1 phonics and making sure they have met the phonic standard by Y2</li> <li>• In Y4 they meet the expected standard in the multiplication check</li> </ul>

	<ul style="list-style-type: none"> <li>• All children reach the expected standard (EXS) or beyond in reading, writing and maths at the end of KS2</li> <li>• The number of children who reach age related expectations increases in reading, writing and maths and the gap closes between the rest of the cohort and national figures.</li> <li>• There is evidence of data analysis that supports specific targeted interventions which support children's overall attainment and progress in the core subjects of R,W,M</li> </ul>
Children take part in specific targeted interventions to help fill gaps and accelerate progress	<ul style="list-style-type: none"> <li>• Entry and exit data shows impact of targeted interventions</li> </ul>
All disadvantaged pupils who also identify as multilingual (EAL- across a range of English language proficiencies) will make accelerated progress and improve attainment.	<ul style="list-style-type: none"> <li>• All disadvantaged multilingual pupils will have made accelerated progress in English speaking, listening, writing and reading (Bell Foundation Framework data recorded on Insight).</li> <li>• Pupil voice interviews and questionnaires will show that disadvantaged multilingual learners enjoy school, love learning and that their home languages are valued in school (not just English).</li> </ul>
Children will overcome specific individual learning barriers eg. improved attitudes to learning, confidence, resilience and self- belief	<ul style="list-style-type: none"> <li>• Teachers and LSAs can identify personalised strategies developed with their children who are eligible for the PP grant in class</li> <li>• There is evidence of changes and improvements in pupil's learning skills and attitudes</li> </ul>
Narrow the gap of average attendance for our PP cohort compared with the rest of the school. Decrease the number of persistently absent PP pupils	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Year on year the average attendance for our children who are eligible for the PP grant closes or matches the rest of our cohort</li> <li>• Reducing the number of children who are eligible for the PP grant who are persistently absent</li> <li>• Clear action plans and close working with families</li> </ul>

<p>New arrivals have a greater sense of belonging along with other groups (such as those living further from school, separated families)</p>	<ul style="list-style-type: none"> <li>● Revised New Arrivals Protocol successfully implemented with step-by-step guidance for staff, linked to SEND provision and New to English support pathway</li> <li>● Key families identified and evidence of positive involvement and support from school</li> <li>● Parent voice shows a greater sense of belonging</li> </ul>
<p>To ensure our pupils eligible for the PP grant have access to a wide range of curricular, enrichment and positions of responsibility</p>	<ul style="list-style-type: none"> <li>● The number of children participating in extra- curricular clubs inc musical instruments increases</li> <li>● There is a record of the responsibilities and leadership opportunities taken up by disadvantaged pupils</li> <li>● There is evidence of club providers and subject leads eg music, PE, eco team giving priority to our children who are eligible for the PP grant</li> </ul>

## Activity in this academic year 2025-2026

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4,162**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tier 1:</b> Ensure that all classrooms start with <b>Quality First Teaching</b> based on warm, trusting and authentic relationships CPD on embedding, for a second year, our revised Teaching &amp; Learning toolkit with a focus on:</p> <ul style="list-style-type: none"> <li>● Use the right tool at the right time</li> </ul>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils, particularly the most disadvantaged EEF: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>Developing a secure and supportive climate <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_ch">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_ch</a></p>	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> <li>• I Do We Do You Do</li> <li>• Questioning eg Cold Calling, No Opt out</li> <li>• Use of the OAP -Ordinarily Available Provision for SEND</li> <li>• Training for teachers (Making learning stick or secure working memory and self -regulation &amp; metacognition (Knowing yourself as a learner)</li> <li>• Dyslexia friendly classrooms</li> </ul>	<p><a href="#">ildrens mental health and wellbeing in the early years.pdf</a></p> <p>Rosenshine's Principles in Action:</p> <p><a href="https://www.goodreads.com/en/book/show/44056942">https://www.goodreads.com/en/book/show/44056942</a></p> <p><a href="https://www.youtube.com/watch?v=6NBaLy364u8">https://www.youtube.com/watch?v=6NBaLy364u8</a></p> <p><a href="#">Questioning Tom Sherrington's Guide</a></p> <p>Teach Like a Champion Doug Lemov <a href="https://teachlikeachampion.org/">https://teachlikeachampion.org/</a></p> <p>EEF Metacognition <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	
<p>To enhance relevant adaptive teaching practices across all key stages and with all staff, ensuring that teaching is consistently responsive to PP eligible pupil needs, by providing targeted CPD and embedding strategies</p>	<p>EEF Exploring the evidence - adaptive teaching: <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</a></p> <p>Adaptive teaching research informed guide (Chartered College): <a href="https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/">https://my.chartered.college/impact_article/the-shift-to-adaptive-teaching-a-research-informed-guide/</a></p>	1, 2, 4
<p><b>Improving Maths:</b> To continue to improve outcomes in maths for all groups, including the lowest 20%, all children access mastery and focus shifts to deepening understanding. (To embed School Improvement Priority 3 2024-25)</p>	<p>Lower attainers (lowest 20%) are still considerably behind their peers through not being able to access all content of their curriculum and we want to continue on this journey of small steps to develop confidence and close the gap. Staff voice showed only 50% of teachers feel lower attainers can approach mathematical tasks confidently so this needs to continue to be a focus.</p>	2,4
<p>Purchase of new Insight whole school tracking and assessment suite</p>	<p>Insight- including positive reviews <a href="https://www.insighttracking.com/#:~:text=This%20was%20the%20most%20succes">https://www.insighttracking.com/#:~:text=This%20was%20the%20most%20succes</a></p>	1,2,3,6

<p>Senior leaders using data effectively</p> <p>Tighter monitoring across all year groups using Insight</p> <p>Provision mapping for children who are eligible for the PP grant</p>	<p><a href="https://www.youtube.com/watch?v=IS33pfgL2vA">sful.to%20interrogate%20data%20so%20easily.</a></p> <p>James Pembroke:</p> <p><a href="https://www.youtube.com/watch?v=IS33pfgL2vA">https://www.youtube.com/watch?v=IS33pfgL2vA</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£55,771**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Tier 2:</b></p> <p>Targeted Interventions (academic)</p> <ul style="list-style-type: none"> <li>Teacher tuition: teacher released from class to work 1:1 or small group with children who are eligible for the PP grant. Clear guidance given- develop pupil's metacognition and self-regulation strategies as well as pre- teaching opportunities.</li> <li>Y5/6 to model teacher led focus group support e.g. one teacher leads on maths, one on writing etc. including gap filling for SATs</li> <li>Tutor tuition: a specialist tutor to work with specific PP eligible children</li> </ul>	<p>EEF High impact 1:1 Tuition with teacher</p> <p>One to one tuition approaches can enable 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 or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. We will also focus on metacognition and self- regulation strategies particularly for our disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small Group</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,4,5</p>

to close their attainment gap		
<ul style="list-style-type: none"> <li>• Specially trained EAL teacher/LSAs to provide early intervention and targeted support for new to English and more advanced multilingual learners (Racing to English and Multilingual Magic interventions) with a focus on pre-teaching, subject specific vocabulary.</li> </ul>	<p>The Bell Foundation:</p> <p><a href="https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/multilingual-support/">https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/multilingual-support/</a></p> <p><a href="https://www.bell-foundation.org.uk/resources/great-ideas/translanguaging/">https://www.bell-foundation.org.uk/resources/great-ideas/translanguaging/</a></p>	1,2,3,4,5,
<ul style="list-style-type: none"> <li>• School to ensure there is a clear and comprehensive list of interventions which are evidence based to support phonics, reading (Better Reading Partners,) maths (Number Sense)</li> <li>• CPD for teachers and LSAs on precision teaching</li> <li>• Entry and exit data for each intervention</li> </ul>	<p>See Guidance: Selecting Interventions</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</a></p>	1,2,4,5

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

Budgeted cost: £23,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Tier 3</b> Wider Strategies	Working Together to Improve School attendance Gov doc:	3,5

<p>Improving attendance by even tighter monitoring, action plans and close communication with families and children short term steps and being proactive escalate things more quickly (pre-empting)</p>	<p><a href="https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf">https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</a> Bristol Toolkit Improving attendance: <a href="https://www.bristolsafeguardingineducation.org/resources-and-guidance/resource-s-for-strategic-safeguarding/improving-school-attendance/">https://www.bristolsafeguardingineducation.org/resources-and-guidance/resource-s-for-strategic-safeguarding/improving-school-attendance/</a></p>	
<p><b>Belonging:</b> To continue to embed a sense of belonging for pupils and their families, with a particular focus on new arrivals (Linked to our School Improvement Priority SIP1 2024-25)</p>	<p>Research indicates that a sense of belonging for all pupils (especially vulnerable) has a positive impact on attainment and attendance. At St John's we have an increasing proportion of pupil premium/ 'vulnerable' pupils now called by school staff as <b>Enhanced Care (EC) children</b> and we do not want any child to be left behind or feel 'outside' of our school, we also know that attendance is a concern for some of these pupils.</p>	1,2,3 5
<p>Ensuring children engage with the wider life of the school and enhance their cultural capital through enriching experiences such as clubs, learning a musical instrument, taking on responsibilities and leadership roles</p>	<p>Evidence from EEF Physical activity and Arts Participation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> There is lots of evidence that learning a musical instrument has many benefits such as reducing stress to boosting self-confidence, enhancing memory, fostering creativity, improving academic performance and more.</p>	3,5,6
<p><b>Further information (optional)</b> Supporting PP eligible pupils social, emotional and mental health needs through ELSA sessions and play therapy where necessary</p>	<p>Children with more developed skills in self- regulation and executive function (a set of mental skills including working memory, flexible thinking and self control) are more likely to have better health outcomes in later life, including a lower risk of anxiety and depression.</p>	4

**Total budgeted cost: £83,240**

## Part B: Review of the previous academic year 2024-2025 Outcomes for disadvantaged pupils

Last year marked the first year of our three-year strategy (2024–2027). Pupils eligible for the Pupil Premium grant represent a diverse group, with each cohort bringing its own unique characteristics and challenges. Our numbers remain relatively low, with 11.88% of pupils eligible last year. We experience a high mobility rate, meaning children frequently join and leave the school. Only 54.7% of our Key Stage 2 cohort had been with us since the Early Years, and we continue to welcome a greater-than-average number of new arrivals.

Over the past year, the overlap between PP eligible pupils, Special Educational Needs and Disabilities (SEND), and English as an Additional Language (EAL) has remained significant. Among pupils eligible for the PP grant in 2024–2025, 67.3% were from minority ethnic backgrounds, 41.8% were EAL learners, and 34.5% were identified with SEND.

We have analysed the performance of our disadvantaged pupils using national assessment data alongside our own internal summative and formative assessments. The data shows clear successes and evidence of good progress, particularly among multilingual pupils and those with SEND. Notably, excellent progress was made in phonics, reading, and writing. However, a gap remains between some disadvantaged pupils and their non-disadvantaged peers.

We remain ambitious and committed to ensuring that all children—regardless of background, individual need, or starting point—meet age-related expectations. We have a deep understanding of each child in receipt of the PP grant, their needs, and how best to support them. We continue to develop high-quality, inclusive teaching across the school, supported by our research-informed Teaching and Learning Policy. Teacher and tutor tuition remains a key approach, with PP-eligible pupils prioritised. Teacher feedback, pupil voice, and assessment data all support this strategy, and we are aware of further improvements we aim to implement.

Over the past year, participation in after-school activities has increased. We have also seen a significant rise in the number of children attending sporting events both within and outside of school. Our ELSA-trained professionals deliver weekly sessions to pupils requiring emotional support, and our provision of play therapy has had a notably positive impact.

We have continued to embed robust procedures for monitoring attendance and punctuality. The school maintained a strong focus on attendance throughout the year, achieving a 94.0% attendance rate among PP-eligible pupils.

Our evaluation of the 2024–2025 strategy indicates that we will continue with teacher-led and specialist tutor tuition. The focus will continue to be on pre-teaching and helping learners develop metacognitive and self-regulation strategies. We will also continue to enhance our provision for EAL pupils through targeted interventions led by specialist teachers and a robust new arrivals policy.

Building on our 2024–2025 school improvement priority, feedback from pupils, families, and staff reflects an increased sense of belonging. We will continue to closely monitor the academic progress and attendance of key pupils to ensure they achieve the best possible outcomes. Enrichment opportunities through clubs, music, and social-emotional support will remain a core part of our offer. Finally, it is important to note that our teachers and LSAs know these children well and consistently go above and beyond to prioritise their learning and support them—academically, socially, and emotionally.

## Breakdown of spending from 2024-25

2024-25 Spend	Amount	Detail
Tier 1	£2,435	Staff CPD/staff meetings - Maths, Metacognition, Numbersense training
Tier 2	£57,244	Teacher Tuition £20,990 Tutor Tuition £5,399 Learning Village EAL £1,080 Interventions Phonics, BRP, EAL £29,865
Tier 3	£22,768	Shine £4,756 Music tuition £1,615 Play therapy £1,620 ELSA £11,677 Camp/trip contributions £3,100
Total	£82,447	

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
None	

