

Pupil premium strategy statement – St John’s CofE (Aided) 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	314
Proportion (%) of pupil premium eligible pupils	9%
	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Angela Nicholls
Pupil premium lead	Ruth Tunnicliffe
Governor / Trustee lead	Milenka Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,905

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- To ensure all disadvantaged pupils at St John's (including those eligible for Pupil Premium, PLAC/PP+, service pupils and those we identify as vulnerable) achieve strong outcomes across reading, writing and maths and develop confident language and communication skills so they can access the full curriculum and thrive socially and emotionally.
- To remove non-academic barriers (attendance, punctuality, belonging, wellbeing) so disadvantaged pupils can engage consistently with high-quality teaching and targeted support.
- To narrow and ultimately close the attainment and opportunity gaps between disadvantaged pupils and their peers while also ensuring high prior attainment disadvantaged pupils continue to make accelerated progress.
- How this strategy works towards those objectives
- We adopt the DfE / EEF three-tier Menu of Approaches: prioritising high-quality teaching (Tier 1), targeted academic support where there is assessed need (Tier 2) and evidence-based wider strategies to remove barriers to learning (Tier 3) [DfE: Using Pupil Premium: Menu of Approaches](#) and the EEF guidance on using pupil premium effectively [EEF: Guide to the Pupil Premium](#).
- Activities are selected because they are supported by high-quality evidence (principally EEF guidance and evaluated programmes such as NELI) and because they directly address our local needs: lower attendance/punctuality for disadvantaged pupils and early language and restricted vocabulary evidenced in Reception and across school.

Key principles

1. Evidence-informed: all funded activities map to DfE Menu / EEF evidence (links in Activity section).
2. Whole-school focus on outstanding universal provision first — Pupil Premium supplements and accelerates (not replaces) great everyday teaching.
3. Targeted interventions are diagnostic, time-limited, monitored for fidelity and impact, and aligned to classroom learning.
4. Equity and inclusion: use funding to reduce barriers to access (attendance, resources, enrichment) and to ensure pupils feel represented and belonging.
5. Governance and transparency: Governors will review Pupil Premium outcomes termly and the strategy will be published on the school website in line with DfE conditions of grant [DfE: Conditions of Grant & Guidance](#).

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: disadvantaged pupils attend less regularly and have higher rates of lateness compared with non-pupil premium pupils, reducing school time and access to teaching and interventions.
2	Early language and limited vocabulary: Reception pupils and some pupils in KS1/KS2 show weak speech, limited spoken vocabulary and constrained writing vocabulary, leading to lower progress in reading and writing.
3	Small Pupil Premium cohort and measurement validity: small numbers of disadvantaged pupils (9% across the school; Year 6 2025 was 13%) make it harder to spot trends and measure impact; risk that interventions miss individual needs and that outcomes fluctuate year-to-year.

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. Improve attendance and punctuality for disadvantaged pupils so they receive full access to teaching and interventions.	- Reduce the attendance gap between disadvantaged pupils and non-disadvantaged pupils by at least 50% in 12 months and close it by end of year 3. - Reduce the number of late marks for disadvantaged pupils by 50% in 12 months. - Fewer disadvantaged pupils classified as persistently absent (<90% attendance) — target below national persistently absent rate for similar schools within 3 years. Progress monitored termly by the Headteacher; report to governors termly. Evidence monitoring includes register analysis and casework logs.
2. Strengthen early language and vocabulary so disadvantaged pupils make	- Reception: targeted pupils receiving a structured language programme (e.g. NELI or equivalent) show measurable

accelerated progress in Communication & Language and reading.	gains on standard screening (Language Screen) — aim for average +3–6 months progress in first year for participants (based on evaluation evidence). - By end of KS1 and KS2, disadvantaged pupils narrow the gap in reading and writing ARE and vocabulary measures compared with peers; Year 6 target: sustain combined R/W/M ARE at least in line with non-disadvantaged (current Year 6 2025 combined ARE: 83% PP vs 74% non-PP — sustain/improve). Progress monitored half-termly via formative assessments and termly standardised checks.
3. Provide robust identification, monitoring and evaluation so that small cohort sizes do not hide individual needs and impact is measurable.	- Establish a termly Pupil Premium monitoring dashboard (attendance, punctuality, attainment, progress, intervention logs, wellbeing checks) and present to governors every term. - Use individual pupil profiles and case studies for each disadvantaged pupil to capture progress, with at least one measurable short-term target per pupil (academic or attendance or SEMH). - Implement pre/post intervention measures for every targeted programme; maintain fidelity logs for interventions.

Activity in this academic year

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: £ 15,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD in oracy and dialogic teaching: structured training for all teachers and LSAs on	Oral language approaches produce notable impact on outcomes (+6 months on	2

classroom talk, vocabulary instruction, purposeful questioning, and embedding oracy across the curriculum.	average); training and integration with curriculum are key for effectiveness EEF: Oral language interventions . EEF guidance stresses integration with curriculum and the importance of adult modelling.	
Develop assessment & curriculum sequencing for vocabulary and language across the St John's curriculum: explicit mapping of tiered vocabulary by unit, sentence-level progression expectations and assessment checkpoints. Teachers use diagnostic vocab checks to tailor instruction.	EEF: oral language and literacy guidance emphasises curriculum-linked vocabulary teaching; EEF Improving Literacy in KS1/KS2 guidance recommends explicit vocabulary and purposeful talk activities EEF: Oral language interventions .	2
Improve staff use of formative assessment and adaptive teaching to ensure disadvantaged pupils are identified early and class teaching is adjusted.	EEF Teaching & Learning Toolkit and EEF guidance emphasise the power of high-quality teaching and assessment to accelerate disadvantaged pupils' progress; DfE Menu prioritises high-quality teaching as highest impact use of Pupil Premium EEF: Guide to the Pupil Premium .	1, 2, 3
Provide high-quality phonics CPD to sustain the school's strong phonics practice into Reception/KS1 and support vocabulary acquisition. Invest in county support for new phonics lead focusing on ensuring children finding it a challenge are fully supported through high quality interventions at the most appropriate time	DfE reading framework and EEF guidance on improving literacy and reading instruction; high-quality systematic synthetic phonics is recommended by DfE and EEF as effective for early reading. DfE: Using Pupil Premium — Menu of approaches	2

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

Budgeted cost: £ 5202.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use standardised reading assessments and Language	EEF & DfE emphasise diagnostic assessment to identify needs and tailor	2, 3

link across Reception–Y2 to identify needs and to create evidence-based grouping and targets.	interventions DfE: Using Pupil Premium and EEF guidance on assessment.	
Provide high quality one to one tutoring support for identified pupil premium pupils to ensure they reach are related expectations.	EEF Teaching & Learning Toolkit and EEF guidance emphasise the power of one to one teaching to accelerate disadvantaged pupils' progress; DfE Menu prioritises high-quality one to one tuition as a strong use of Pupil Premium EEF: Guide to the Pupil Premium .	2

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

Budgeted cost: £ 20,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted attendance strategy: dedicated Attendance Lead / time-bound casework for disadvantaged pupils</p> <p>Use EEF themes (diagnose needs; communicate effectively with families; targeted support) and the EEF attendance rapid evidence summary to inform practice.</p>	<p>EEF Rapid Evidence Assessment and guidance on attendance interventions recommends a tailored, diagnostic approach and shows parental communications can be effective; EEF reflection tool recommends building holistic understanding and effective family communication EEF: Attendance interventions rapid evidence assessment and EEF blog: Taking a tailored approach to improving attendance.</p>	1
<p>Parental communications and partnership programme: personal (non-blaming) letters/texts showing days missed, attendance surgeries, attendance incentives scheme focused on parental efficacy and partnership.</p>	<p>EEF attendance review highlights parental communication interventions as promising (personalised messages showing days missed can change behaviour) EEF: Attendance interventions rapid evidence assessment.</p>	1

Total budgeted cost: £ 41,115.60

- Monitoring:

- Half-termly: progress reviews for targeted academic interventions; Language link/reading assessments for Reception–Y2 pupils.
- Termly: Pupil Premium dashboard presented to Governors (attainment, progress, attendance, punctuality, SEMH referrals, intervention fidelity).
- Annual: publish updated Pupil Premium strategy (DfE template) and report outcomes against success criteria.

This strategy will be reviewed termly by senior leaders and governors. The published summary on the school website will be updated annually in line with the DfE conditions of grant.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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