Pupil premium strategy statement – 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	21.4% (31 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michelle Prince
Pupil premium lead	Joannie Jones
Trust Governor	Zoe Fleming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£*****
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£****

Pupil premium strategy plan

Statement of intent

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. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. We know that children need to feel secure and well before they can learn.
5	Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
6	Speech, language, and communication needs have been identified as a barrier to learning for all our children and some disadvantaged pupils. Targeted interventions, particularly in Early Years, are required to support language development.
7	Parental engagement is inconsistent among some disadvantaged families, which can impact pupils' progress and wellbeing. Some parents require support in engaging with learning at home, understanding the curriculum, and creating a language-rich environment.

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 oral language skills and vocabulary among disadvantaged pupils.	• Staff training on Oracy • New Oracy curriculum • Walk Thrus used to encourage oral rehearsal • Vocabulary focus • Early screening and intervention

Improved reading attainment among disadvantaged pupils.	● Systematic Phonics teaching ● Matched reading books for phonics progress ● Targeted Small-Group/One-to-One Tuition ● Improving Reading Fluency ● Focus on Vocabulary and Comprehension ● Reading for Pleasure status raised in schools to ensure access to diverse, high-quality texts. ● Teacher Training - effective teaching of reading ● Reading meetings for parents- support advice ● Whole class reading strategies and targeted planning for core reading skills
Improved maths attainment for disadvantaged pupils at the end of KS2.	● Focus on MTC achievement through regular teaching and fluency practice ● White Rose Maths programme adopted for EYFS and supported by mastering number for fluency practice ● Fluency tracking documents to closely monitor progress ● Maths meetings for parents and how to support at home
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	● Qualitative data from student voice, student and parent surveys and teacher observations ● A significant reduction in bullying ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Staff Wellbeing: Recognise that staff wellbeing is foundational to pupil wellbeing. ● Spotlight approach used in staff in Forums Run evidenced-based small-group interventions focusing on bereavement, managing anxiety, anger control, or building self-esteem (Hamish and Milo)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	● Regular meetings within the school and with the County to monitor attendance of the vulnerable groups ● Meetings held with families whose attendance is lower ● Support strategies such as breakfast club are offered and transport is considered ● Extra-curricular activities (sports, arts, clubs) that promote wellbeing are accessible and affordable ● Personalised programme for those when needed to ensure attendance remains a focus ● Sharing information with parents about the importance of attendance and the impact over time of poor attendance and lateness
Improved parental engagement for disadvantaged pupils	● Targeted parent evening invitations ● Parent workshops ● Early Years sessions ● Positive noticing ● Support for language-rich home environments ● Parent surveys

Activity for academic year 2025/26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early intervention to establish speech and language needs. Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 6
Embedding our oracy programme across the school curriculum. Establishing a Charter for personal development to include oracy and setting up a passport of skills development	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: Oral language interventions | Teaching and Learning Toolkit | EEF	1, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ensure staff training when new staff start	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to ensure high standards for all (including Teaching for Mastery training and coaching).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the quality of social and emotional learning. Hamish and MIlo Programme ELSA supervision programme	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):	5, 7

Therapeutic strategies will be embedded into routine educational practices and supported by professional development and training for staff.	Improving Social and Emotional Learning in Primary Schools | EEF	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics | Teaching and Learning Toolkit | EEF	2
	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. Standard approach	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Contingency fund for acute issues.	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 needs that have not yet been identified.	All

Total budgeted cost: £48,830

Strategy overview of academic year 2025/26

Part B: Review of the previous academic year 2025/26

Outcomes for pupil premium pupils

The St John's First School (STJ) Pupil Premium Review highlights a high degree of intersectionality between socio-economic disadvantage and Special Educational Needs and Disabilities (SEND) across its Pupil Premium cohort. Attainment data shows that the most pronounced disadvantage gaps occur in Mathematics and the Early Years Foundation Stage, while gap sizes in Reading and Writing remain more moderate. While nurture and social, emotional, and mental health (SEMH) provisions—such as sensory circuits and emotional literacy coaching—are particularly effective, attendance and academic interventions continue to require focused development. Strategic priorities focus on centralising target visibility for all staff, improving tracking for small-step progress, maintaining targeted phonics and early language interventions, and strengthening home-school partnerships through parental workshops and positive noticing strategies, including positive phone calls home to targeted families.

We have used the following data to understand the progress of our pupils:

1. Teacher assessment data recorded on Arbor for the academic year 2025/26 in reading, writing and maths.
2. End of EYFS profile results for pupils in Reception year;
3. Arbor attendance data

Pupil premium Data 2025/25

Aim	Target	
Progress in reading	Children achieving ARE+	PP 43.3% Non PP 59.6%
Progress in writing	Children achieving ARE+	PP 53.3% Non PP 62.9%
Progress in Maths	Children achieving ARE+	PP 53.3% Non PP 78.7%
Phonics	Children achieving ARE+	PP 66.7% Non PP 90.5%
Attendance	Attendance levels are lower than non PP but good relationships with families have been made PP 90.01% Non PP 94.2%. Contextually, the reason for the drop in attendance is that 2 children were on reduced timetables whilst they waiting for their specialist placement to start. This is why attendance is a key focus point for this year with strategies being introduced to support children in attending school.	

Attitudes to learning	Well-motivated students with good attitudes. Engagement with families was challenging.

Externally provided programmes

Programme	Provider