

# 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 the effect that last year's spending of pupil premium had within our school. It is linked to our School Development Plan and Self-Evaluation Statement to ensure a consistency of approach.

## School overview

| Detail                                                                                                          | Data                                                          |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| School name                                                                                                     | Bollington St John's                                          |
| Number of pupils in school                                                                                      | 102                                                           |
| Proportion (%) of pupil premium eligible pupils                                                                 | 11% (below the National average)                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2027                                                     |
| Date this statement was published                                                                               | 2.12.25                                                       |
| Date on which it will be reviewed                                                                               | 2.12.26                                                       |
| Statement authorised by                                                                                         | Mrs. Melanie Walker<br>(Headteacher)                          |
| Pupil premium lead                                                                                              | Mrs. Rebecca Gregory<br>(SENCO)                               |
| Governor / Trustee lead                                                                                         | Mrs. Rosie Hemmings<br>(SEND and Pupil Premium link governor) |

## Funding overview

| Detail                                                                                                                                                                      | Amount       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £18,895      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £<br><br>N/A |

# Part A: Pupil premium strategy plan

## Statement of intent

We refer to the Educational Endowment Foundation and the Teaching and Learning toolkit to select the best ways to improve pupils' academic progress, social and emotional well-being and to ensure inclusion in all the school has to offer. We are committed to high quality teaching, staff training and additional adult support in class to strengthen the knowledge and skills of our education community. This has been found to have the greatest impact on raising attainment for all our pupils.

Pastoral care is a priority within our school.

- We take steps, through our curriculum, to positively impact the mental health and well-being of all children, staff and parents who are part of our school community.
- We provide additional, skilled, adult support to provide early intervention, either 1:1 or within a small group, to 'diminish the gap' between Pupil Premium pupils and their peers. Specific resources, specialist advice and staff training is also provided to enhance our provision, in order to meet our pupils' needs.
- We feel that, whilst the funding should be focused on learning, children in receipt of Pupil Premium should be given the opportunity to experience a wide range of out of school activities. We help with the funding of Forest Schools, school trips, after school clubs, residential visits, uniform, swimming and we offer the opportunity to play a musical instrument.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                             |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Anxiety and emotional well-being, particularly lack of resilience, confidence and independence skills.                                          |
| 2                | Low academic baseline – many of our Pupil Premium children have identified types and levels of additional needs and require specific provision. |
| 3                | Support from home and limited experience of the wider curriculum and community.                                                                 |

## 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                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction to the 'I do, We do, You do' model of good teaching practice across the school. The purpose is to provide a clear teaching structure, engaging all pupils, increasing | Lesson observations will evidence improved teaching and learning and pupil behaviour. Pupils will be more engaged with improved participation and behaviour. |

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| participation, improving pace and eliminate low level behaviour issues.                                                                                                                         |                                                                                                                                                                                                                                                                                             |
| A rise in attainment in English and Maths through targeted interventions.                                                                                                                       | The standardised scores of children in reading, spelling, punctuation, grammar and Maths will improve over time.                                                                                                                                                                            |
| Continued development of a whole school approach to mental health and emotional well-being.<br>Whole-school staff meeting on mental health to introduce the PACE/WINE mental health strategies. | Staff will have the confidence to use the sentence openers to structure conversations with pupils.<br>Children will have the strategies and tools to talk about their emotions and become more self aware. This may help them to face mental health challenges at any time in their future. |
| The establishment of a positive home/school relationship and an enhanced wider curriculum experience for children.                                                                              | Parents will keep in close and regular contact with school and teachers. Children's wellbeing will improve with access to an enhanced wider curriculum.                                                                                                                                     |

## Activity in this academic year – 2025-2026

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

### Teaching – Tier 1 (for example, CPD, recruitment and retention)

Budgeted cost: £200

| Activity                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Whole- school training on the introduction of the 'I do, We do, You do' model of good teaching practice. | The purpose is to provide a clear teaching structure, engage all pupils, increase participation, improve pace and eliminate low level behaviour issues.<br>The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year. Developing metacognition and self-regulation skills have the potential to promote learning across the curriculum and beyond.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> | Tier 1,2 and 3                |
| Continued development of the whole school approach to supporting mental health and improving             | Whole-school staff meeting on mental health to introduce the PACE/WINE mental health strategies. If children are feeling anxious they will be unlikely to effectively access their learning and reach their full potential<br>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional                                                                                                                                                                                                                                                                                                                                                                   | Tier 1,2 and 3                |

|                                              |                                                                                                                                                                                                                                                                                                                                   |  |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| the quality of social and emotional learning | progress in academic outcomes over the course of an academic year.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> |  |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Targeted academic support – Tier 2 (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £23,822

| Activity                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed                                  |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Teaching assistant salary for three 1:1 EHCP children (not including LA funding)                                | First 12 hours of classroom support for 3 PPG children with an EHCP.<br>Teaching assistants can provide a very positive impact on learner outcomes, particularly supporting access to the curriculum, engagement in learning and developing social and emotional skills.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>                         | Tier 2 and 3<br>3 pupil premium children                       |
| Teaching assistant salary for 1:1, small group intervention and classroom support, particularly SEMH            | In liaison with class teachers and the SENCO, intervention programmes and in class support (Literacy, Maths or both) is provided to target potential gaps between pupils eligible for the PPG and their peers.<br>Small group tuition has an average impact of four months' additional progress over the course of a year.<br><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> | Tier 2 and 3<br>8 pupil premium children                       |
| Counsellor – employed for 1 day a week, providing specific support for 6 children during that time              | There is extensive evidence associating social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>                                                                                           | Tier 2 and 3<br>Access for any pupil in need based on priority |
| Read Write Inc. Catch up programme – systematic, synthetic phonics programme<br>Animated video and 1:1 or small | Low cost, high impact evidence based literacy support intervention to help support pupil progress in literacy.<br>Phonics has a positive impact on average (+5 months). Extensive evidence shows it is an important component in the development of reading skills particularly for children from disadvantaged backgrounds.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>                       | Tier 2 and 3<br>3 pupil premium children                       |

|                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| group support – 20 mins per day                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |
| Fresh Start - phonics programme for struggling readers aged nine+<br>Animated video and 1:1 or small group support – 20 mins per day   | Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>           | Tier 2 and 3<br>2 pupil premium children |
| Power of 2 and 'Going for Gold' embeds number facts and skills for mental calculations<br>1:1 or small group support - 10 mins per day | Small group tuition has an average impact of four months' additional progress over the course of a year.<br>Support in class in Maths lessons and specific interventions to support knowledge of number facts and speed of recall in Mental Maths<br><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a> | Tier 2 and 3<br>4 pupil premium children |
| Learning Village resource (EAL children)                                                                                               | Online resource for EAL learners (from Ukraine) to help develop English skills.                                                                                                                                                                                                                                                                                                                                                | Tier 2 and 3<br>2 pupil premium children |

### Wider strategies – Tier 3 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,492

| Activity                     | Evidence that supports this approach                                                                           | Challenge number(s) addressed                          |
|------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Forest Schools – once a week | Children access a nurturing, learning environment which helps boost confidence, mental health and wellbeing.   | Tier 3<br>All pupil premium children (11)              |
| Girls on Board               | KS2 behaviour initiative to help girls reflect on friendships and related behaviour issues.                    | Tier 3<br>4 pupil premium children support as required |
| Meet and Greet               | A welcoming breakfast club for children who may have difficulty coming into school or separating from parents. | Tier 3<br>Support as required                          |

**Total budgeted cost: £30,514**

## 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 2024 to 2025 academic year. Impact is gauged through pre and post data analysis of internal and national assessments, lesson observations and staff and pupil questionnaires/pupil voice.

**Reception** – There were no Pupil Premium children in Reception  
**Year 1** - One Pupil Premium child was working at the national standard in all areas. One Pupil Premium child was working at the national standard in Reading and working towards the national standard in Maths, Writing and SPaG.  
**Year 2** – One Pupil Premium child was working at national standard in Maths but was below the national standard in Reading, Writing and SPAG. Two Pupil Premium children were working towards the national standard in all areas.  
**Year 3** – One Pupil Premium child was working at the national standard in Reading, well above the national standard in Maths and working towards the national standard in Writing and SPaG.  
**Year 4** - Two Pupil Premium children were working at the national standard in Reading, Writing and SPaG and were working towards the national standard in Maths. One Pupil Premium child was working below the national standard in Reading and Maths and was working towards the national standard in Writing and SPAG.  
**Year 5** – 1 Pupil Premium child was working below the national standard in Reading, Writing and SPAG and working towards the national standard in Maths.  
**Year 6** – SATS - One Pupil Premium child in Year 6 was working below the national standard in Reading and SPAG and working towards the national standard in Writing and Maths.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

We feel that, whilst the funding should be focused on learning, children in receipt of Pupil Premium should be given the opportunity to experience a wide range of out of school activities. We help with the funding of school trips, after school clubs, residential visits, uniform, swimming and we offer the opportunity to play a musical instrument.

We have a school counsellor who comes into school one day a week and can support 6 pupils during that time. We have a dedicated member of staff who offers and provides emotional support where appropriate for those children who have emotional challenges which may or may not become a barrier to their learning. A member of staff is starting the Emotional Literacy Support Assistant training in March 2026. All staff have received training in the PACE/WINE strategies to guide conversations around anxiety and develop confidence and an awareness of understanding and coping with emotions

We host regular events for parents to advise them on changes to the curriculum and how we teach Maths, Phonics, Reading, and how to prepare their child for starting school. We encourage an 'open door' policy where parents can discuss their concerns and can be signposted to further or more specific support if required.

Mindfulness, Yoga and relaxation sessions are built in during the day. There are several quiet spaces around the school for reflection or for support for pupils who can become dysregulated. Restorative group work, friendship and social skills groups take place when needed to support pupils with social communication difficulties.

There remains a gap between the attainment of Pupil Premium pupils and their peers. Some pupils have specific difficulties which impact on their learning. We have also identified a lack of independence skills which improves significantly as pupils move through the school. We have access to regular advice and support from the Educational Psychology Service and the Cheshire East Autism Team, through their consultation process. Advice from other outside agencies such as the Speech and Language Service, Sensory Processing Occupational Therapist Service, Child and Adolescent Mental Health Service and the School Nursing Service is used to meet the needs of our pupils.