

# Pupil Premium Strategy Statement 2025-2026



## St John's C.E. 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.

### School overview

Detail	Data
<b>School name</b>	St John's C.E. Primary School
<b>Number of pupils in school</b>	204
<b>Proportion (%) of pupil premium eligible pupils</b>	11% (23 pupils)
<b>Academic year/years that our current pupil premium strategy plan covers</b>	2024-2027
<b>Date this statement was published</b>	September 2025
<b>Date on which it will be reviewed</b>	September 2026
<b>Statement authorised by</b>	The Governing Board
<b>Pupil premium lead</b>	A Clerc
<b>Governor / Trustee lead</b>	J Curzon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,200

# Part A: Pupil premium strategy plan

## Statement of intent

### Rationale

Pupil Premium funding was introduced in April 2011 and is given to schools to work with those pupils who have been registered for free school meals at any point in the last six years. Looked After Children, adopted children and children whose parents serve in the armed forces are also entitled to a type of Pupil Premium funding (amounts vary). The Pupil Premium is additional to main school funding and is used by our school to address any underlying inequalities or disadvantage between children eligible and their peers and to try and close the gap in attainment of children who are and aren't eligible.

### Objectives

At St John's CE Primary School the Pupil Premium will be used to:

- Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium.
- Narrow the gap between the educational achievement of these pupils and their peers.
- Address underlying inequalities, as far as possible, between these pupils and others.
- Ensure that the Pupil Premium funds reach the pupils who need them most.
- Make a significant impact on the education and lives of these pupils.
- Work in partnership with the parents of pupils to collectively ensure their success.

### Our Strategy

- Assigning a Pupil Premium Lead to champion the educational needs of Pupil Premium recipients and ensure the implementation of this policy.
- Ensuring Pupil Premium funds can be identified within the school's budget.
- The Headteacher, in consultation with the Pupil Premium Lead, governors, staff and parents, will decide how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of Pupil Premium.

### Provision

To meet these objectives, we will ensure that a range of provision is made which meets the needs of all pupils. All our work through the pupil premium will be aimed at accelerating progress; primarily this will be in Literacy and Numeracy. We aim to move as many individuals as possible to at least age-related expectations and for many of our pupils, we are aiming to stretch them further than this.

## Challenges

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

Challenge number	Detail of challenge
1	Some PP Premium children have lower prior attainment, compared to non-PPG, in some cases resulting from gaps in schooling/lower attendance.
2	Some PP children lack in the 'core' basic skills in Reading (phonic knowledge and love of reading), Writing (Spelling issues) and Maths (number fluency)
3	Specific additional needs including those being supported as SEND.
4	Providing wider opportunities both during the school day and outside of school hours e.g. school trips, holiday clubs etc.
5	Ensuring access to the necessary resources e.g. uniform, remote learning.

## 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
Higher levels of attainment of PP children	The gap between Pupil Premium attainment and non-PP attainment is less than the national gap. Homework is regularly completed and other home tasks are supported at home. Parents of PP children attend curriculum workshop evenings and Parents Evenings.
PP children are supported with any additional needs, including SEND, behaviour and social interactions in order that they can form and sustain positive relationships.	The additional needs of PP children being met and there are fewer pastoral/behavioural incidents generally but specifically involving PP children. If they do arise, children are supported through a restorative approach and where applicable with the support of outside agencies.
PP children are supported to access wider curriculum opportunities.	PP children attend residentials, school trips and extra-curricular clubs. Children and families are supported to provide the relevant equipment for the activity.
Improved confidence and ability in relation to the core basic skills in reading, writing and maths.	Pupil Premium children achieve the pass threshold in Year 1 phonics screening test and have a smaller gap than the national gap in the SPAG tests in Year 2 and Year 6. PP children are making equal progress with number fact knowledge as appropriate to the year group expectations.
PP children have attendance levels equal to that of non PP children.	PP children will have levels of attendance higher than 90%, and ideally 95%+, this would be inline with the rest of school.

## 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: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support the release time of SENDCo to allow for close collaboration with parents.	This role is crucial in providing and supporting staff and parents in making the relevant adaptations to their curriculum.	Challenge 1,2 & 3
Phonics staff training	Schools are expected to be teaching phonics that uses a systematic, synthetic approach and based on a scheme which has been approved by the DfE.	Challenge 1, 2 & 3
To encourage and support regular practise and consolidation of 'core skills' for Maths and English.  To support ease of parental support at home by providing parental workshops and access to online teaching software. e.g. Mathletics, spelling shed etc.	It is widely acknowledged that full and effective parental engagement can improve outcomes for children.  When children have been struggling to meet Age related expectations full home engagement has contributed to significant progress.  Use of online resources often motivates some of our children to learn and put in additional practice.	Challenge 1, 2, 3 & 5
Deploy funds to TA budget to enable them to support and target PPG children above and beyond the normal staffing levels.  Target the children in class who need additional support academically or developmentally.	The Sutton trust identifies Small group tuition, one to one tuition, individualised instruction and teaching assistants as having a positive effect on a child's progress.	Challenge 1, 2 & 3
Allow release time for an Oracy lead to attend the Stockport Speaks initiative in order to enhance the teaching of Oracy across school.	Education Endowment Foundation (EEF): Oral language interventions lead to, on average, six months' additional progress over a year. This shows measurable academic gains when oracy is embedded in teaching.	Challenge 1, 2 & 3
To purchase a subscription and implement Welcomm to provide early identification and screening of Speech and Language difficulties.	Studies highlight that children with speech, language, and communication needs (SLCN) are at greater risk of difficulties in literacy, academic achievement, and social-emotional development if support is delayed. Evidence from the University of Bristol notes that nearly 1.9 million children in the UK are currently behind in their language skills, with early intervention proven to reduce these risks and close attainment gaps	Challenge 1, 2 & 3

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted class-based Interventions to support closing the gap	The Sutton trust identifies Small group tuition, one to one tuition, individualised instruction and teaching assistants as having a positive effect on a child's progress.	Challenge 1, 2 & 3
To provide access to tutoring to support closing the gap. (SATS Boosters)	The Sutton trust identifies small group tuition, one to one tuition, individualised as having a positive effect on a child's progress.	Challenge 1, 2 & 3
To deliver Forest Schools to develop and enhance personal characteristics to support in class learning and confidence.	The nature of Forest Schools allows children to focus on themselves rather than if they have succeeded or not. This therefore helps them develop an understanding of themselves, their skills and how they react to situations and others developing their emotional intelligence in order to cope with the classroom demands and environment.  The EEF shows on average 4 months progress for children experiencing outdoor learning.	Challenge 3 & 4
Class teachers to have a one to one interview with each PPG child in their class each term.	Metacognition is a proven successful strategy for improving the progress of children. By having a conversation with children about their performance the class teacher can be helping to develop the child's abilities to be self-reflective and understand their key areas for development and how they learn best.	Challenge 1, 2 & 3

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

Budgeted cost: £ 3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential/wider opportunities	Often these wider opportunities provide with valuable life experiences and learning. If the school can remove <b>some</b> of the financial burden then more opportunities may be open to some families.  The Sutton Trust identifies outdoor learning, Sports and Arts participation as having a positive impact.	Challenge 4
Support PPG families and children in accessing a range of activities and experiences to develop their cultural capital.	There is a lot of research which describes the needs for children to have experienced things in order to write about them.	Challenge 4 & 5

	The Sutton Trust identifies Sports and Arts participation as having a positive impact.	
Parental Workshops to support Home Learning	<p>The Sutton Trust identifies Parental engagement as having a positive impact on a child's progress.</p> <p>Previous experience shows that the positive role model of a parent modelling good attitudes to school work can lay good foundations for a child's approach and eagerness to succeed at school.</p>	Challenge 1, 2 & 3
Ensure regular contact and opportunities to discuss the individual child's needs with parents. This may be achieved through SEND Reviews, parents' evenings or specifically planned meetings/phone calls to try and support families.	Understanding and having the opportunity to share a child's individual barriers to learning is more likely to unlock their full potential and support families in understanding where to put their efforts to support their child, rather than simply pursuing the academia aspects.	Challenge 1, 2 & 3
Subscription costs for CPOMs – online tracking software for all pastoral, additional needs and safeguarding incidents and concerns.	The EEF identifies interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities can have a positive educational impact of up to 4 months.	Challenge 1 & 3
Fund the subscription to the online Free School Meal checking system	Early identification allows the school to be able to support the child and family in the areas identified.	Potentially Challenge 1,2,3,4 & 5
Run a holiday club offering places to those Pupil Premium Families or those identified as likely to benefit from the holiday club. (Access to HAF Funding)	The EEF teaching and learning toolkit acknowledges that providing summer schools, whether academic based or not, can have a positive impact of 3 months progress on children although are expensive to implement.	Challenge 1, 2, 4 & 5

**Total budgeted cost: £ 30,200**

## 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.

Pupil Premium **Phonics** Performance last year was as follows:

	School PPG children	National PPG Children	National	School cohort
Met the Phonics pass threshold (32/40)	67%	67%	80%	88%

Pupil Premium Performance at the end of **KS2** last year was as follows:

	School PPG children	National PPG Children	National	School cohort
Reading	100%	63%	75%	87%
Writing	50%	59%	72%	84%
Maths	50%	61%	74%	87%
SPAG	100%	60%	73%	94%

*\*Each pupil was worth 50% in this cohort. Therefore, although the gap looks more significant, due to the cohort size this amounts to less than 1 pupils difference compared to the school data and less than 1 pupil compared to the national data.*

The pupil premium children's attendance for last academic year was 94.4% (higher than the previous year) compared to the school attendance of 96.3%. Pupil Premium attendance is lower than the rest of the school as with the previous year. The PPG attendance was particularly affected by three children's attendance figures, two of which were linked with medical conditions.

5 out of 5 of our PPG children (from Year 5 and 6) attended the residential to PGL in March 2025.

6 out of 8 of our PPG children (from Year 3 and 4) attended the residential to Newlands in April 2025.

### 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
Phonics Programme	Little Wandle
Maths	White Rose Maths

## Further information (optional)

The number of Pupil Premium children at St John's had fallen significantly over the last few years from a high of 33 children (16% of the school) to 9 children last year (5% of the school). This had a significant impact on the allocation of funding made available to St John's a loss of approximately £46,000. In the last 6 months due to some new children joining the school and the new reception intake this number has increased to 23 children (11% of the school for this academic year). This will bring in some additional funding but not until the next financial year.