

Ainsdale St. John's Pupil Premium

Strategy Statement

This statement details our school's use of pupil premium (and recovery 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.

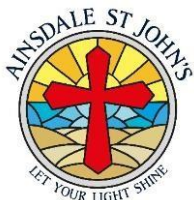
School overview

Detail	Data
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	19%
Academic year	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lorna O'Brien
Pupil premium lead	Ella Giles
Governor / Trustee lead	Martyn Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,820.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£65,820.00





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Part A: Pupil premium strategy plan

Statement of intent

At Ainsdale St. John's, our 'ASJ Way' has 3 succinct aims for each member of our school family:

- With God's help we can achieve anything, and we **aspire** to be the best that we can be.
- We **shine** like a beacon of light within our community with an open door so that all feel welcome.
- Our special family (school, church and community) follow in the footsteps of **Jesus**.

In short, we all...**Aspire to Shine for Jesus!**

Our aspirational vision is anchored by a bible passage which encompasses our mission for each member of our Christian community, young and old, to find and develop their talents: Let your light shine. *Matthew 5:16*

To accompany our vision, we focus on 3 core Christian values:

- **Courage**
- **Community**
- **Compassion**

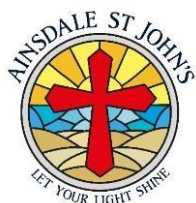
Linked with our 'ASJ Way', our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including 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. The heart of our educational approach is the ASPIRE curriculum, meticulously crafted to not only impart academic knowledge but also to nurture ambition within each child.

- **Achieve** through resilience and perseverance
- **Show respect** for Christian and British values
- **Promote** high expectations for all
- **Inspire** lifelong readers
- **Revisit** knowledge and skills to embed learning
- **Encourage** a love of learning





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ASPIRE encapsulates our commitment to instill aspirations. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

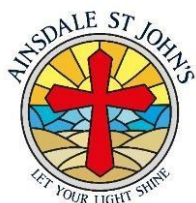
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 suggest disadvantaged pupils generally have greater difficulties with early reading than their peers.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments, observations, and discussions with pupils, families, and staff have identified that pupils with dyslexia or dyslexic tendencies face persistent challenges in accessing the curriculum, particularly in reading, writing, and working memory tasks.
4	Our assessments, observations and discussions with pupils and families have identified that there is a need to continue to develop pupil's first-hand experiences both in and out of the school setting, ensuring that all our pupils benefit from life experiences they require to progress and develop.





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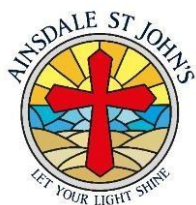
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Intended outcomes

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
<p>Improved early reading attainment among disadvantaged pupils.</p> <p><i>Inspire lifelong readers.</i></p>	<p>All pupils will make progress towards to expected standard in phonics.</p> <p>Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average for non-disadvantaged.</p> <p>Y2 pupils who did not achieve expected standard in Y1 will achieve the expected standard at the end of Y2.</p> <p>Reading outcomes at the end of Key Stage 1 will be in line the national average.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p> <p><i>Revisit knowledge and skills to embed learning.</i></p>	<p>At the end of KS1, maths outcomes will be broadly in line with national average for nondisadvantaged pupils.</p> <p>At the end of KS2, maths outcomes will be broadly in line with national average for nondisadvantaged pupils.</p> <p>To improve fluency and arithmetic scores by the end of KS2.</p>
<p>To achieve and sustain improved outcomes for pupils with dyslexia or dyslexic tendencies, particularly those who are disadvantaged.</p> <p><i>Achieve through resilience and perseverance.</i></p>	<p>Sustained progress and access to learning by the end of 2025 demonstrated by:</p> <p>Targeted interventions and assistive technologies are consistently used to reduce barriers to learning and improve outcomes.</p> <p>Use of 1:1 tutoring using dyslexic friendly interventions, through key adults daily to support repetition.</p> <p>Pupils with dyslexia or dyslexic tendencies can articulate their learning needs and demonstrate increased independence through the use of tailored strategies and support</p>





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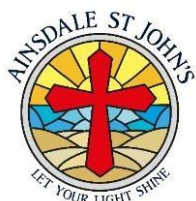
To develop pupils' first-hand experiences both in and out of the school setting, ensuring that all our pupils benefit from life experiences to progress and develop.

Encourage a love of learning.

Increased participation in enrichment activities, particularly among disadvantaged pupils throughout the year.

Qualitative data from student voice, student surveys and teacher observations, shows that pupils are benefitting from first hand experiences.





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Activity in this academic year

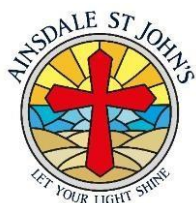
This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of Read Write Inc. (DfE validated Systematic Synthetic Phonics programme) to secure strong phonics teaching for all pupils.	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
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastering Number training).	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 LDST Maths hub	2
Implementation of the Toe-by-Toe dyslexia intervention programme to support pupils with specific reading difficulties. We will fund release time for two members of staff to attend, SPLD Champion Training half	Toe-by-Toe is a structured, phonics-based programme designed for pupils with dyslexia and severe reading difficulties. It supports decoding, fluency, and confidence through daily one-to-one sessions. Widely used in schools, it is backed by practitioner evidence and aligns with EEF recommendations for targeted literacy interventions.	3





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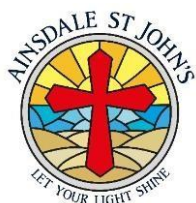
termly training ran by Sefton Council.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and RWI 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	1, 3
Additional maths sessions targeted at disadvantaged pupils who require further support.	Maths intervention approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted maths interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathsk-2-3	2





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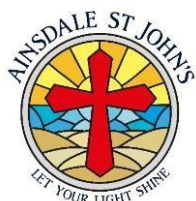
Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. For example, play therapy, after school club opportunities etc.	All
Provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.	https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/essential-life-skills Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop and experience through our ASJ Journey.	4

Total budgeted cost: £65,820.00





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Part B: Review of the previous academic year 2024-2025

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Year 1 (16% disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Phonics	81%	87%	88%	80%

Phonics data shows we are above national data for Phonics, due to structure support and targeted intervention.

Key Stage 1 Teacher Assessment (16% disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Reading	71%	68%	78%	25%
Writing	62%	73%	78%	50%
Maths	71%	82%	83%	75%

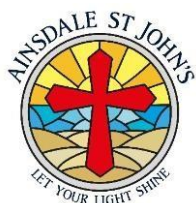
At the end of KS1, Maths outcomes for disadvantaged pupils are strong and above national average. Writing shows moderate underperformance and needs support. Reading shows gaps in attainment and targeted interventions such as tutoring, reading recovery programs, or following our specific reading programmes.

Key Stage 2 SATs (16% disadvantaged pupils)

	National	ASJ	Non-Disadvantaged	Disadvantaged
Reading	75%	63%	68%	60%
Writing	72%	77%	80%	60%
Maths	74%	50%	52%	40%

At the end of KS2, reading and maths were below national data. The gap between disadvantaged and non-disadvantaged narrowed in reading. Writing is above national average.





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We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

2024/2025 Attendance

ASJ	Non-FSMs	FSMs
96.5%	97.6%	94.4%

Outcomes for disadvantaged pupils

The attendance data demonstrated that within the disadvantaged group, children in receipt of free school meals had lower school attendance. This percentage was 2.1% lower than non-free school meal children. The children in receipt of free school meals were 4.4% were authorised absences.

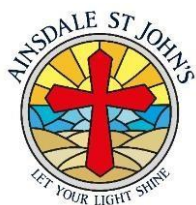
Our evaluation of the approaches delivered last academic year indicates that reading approaches are effective, however, early reading should remain an area of focus. Academic interventions for maths and spelling should have baselines to ensure impact is measured accurately as well as the use of NFER and SEN Toolkit assessments.

Maths is a remains a key focus, as disadvantaged pupils are 34% points below the national average. The gap between disadvantaged and non-disadvantaged pupils is moderate, but overall attainment is low.

Building on last year's strategy, there is not a need for support with attendance. As our attendance had increased from last academic year and we do not have persistent absences from pupils linked to EBSA or school-based anxiety.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.





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Externally provided programmes

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

Programme
Read, Write, Inc - Ruth Miskin
Confident Me and Mini Confident Me
Kapow – PSHE curriculum
Nessy – reading, writing and spelling
Mastering Number - NCETM

