

St John's Primary School

Pupil premium strategy statement 2025-2026

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
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	9.7% (20 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26 26/27 27/28
Date this statement was published	February 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Liz Wombwell
Pupil premium lead	Ollie Williams
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,016
Recovery premium funding allocation this academic year *withdrawn after academic year 23/24	£0*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,016

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Part A: Pupil premium strategy plan

Statement of intent

At St John's Primary School we want all our pupils to achieve a high level of personal and academic development by accessing quality 1st teaching along with specific additional support that:

- Provides high quality language and vocabulary development opportunities*
- Raises progress and attainment in reading, writing and maths.*
- Raises self-esteem and positive attitudes to learning*
- Widens life experiences through enrichment activities*

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">• Oracy development
2	<ul style="list-style-type: none">• Social, emotional and behavioural aspects of learning
3	<ul style="list-style-type: none">• Specific learning difficulties /developmental delay
4	<ul style="list-style-type: none">• Limited life experiences and cultural knowledge
5	<ul style="list-style-type: none">• Financial - Access to Out of School Hours Learning, School Visits and residential visits

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
Children continue to develop a greater knowledge and application of high-quality oracy, topical language and vocabulary.	<ul style="list-style-type: none">• Children have access to high quality vocabulary through bespoke and age-related spellings set each week.• Children are able to articulate and understand the meaning of the vocabulary.• Children apply the vocabulary in dialogue and written work within

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	<p>English lessons and cross curricular e.g. topic work</p> <ul style="list-style-type: none"> • Topic or unit related word banks provided to expand knowledge of vocabulary and spelling
<p>Children are confident learners, who can articulate and regulate their feelings and thoughts with adults and peers in a safe nurturing environment.</p>	<ul style="list-style-type: none"> • Children contribute in class discussion with ideas or suggestions. • Children discuss feelings or emotions and how they change based upon experiences. • Strategies are developed to manage levels of anxiety and confidence. • Children understand how stress and anxiety can affect confidence. • Children utilise tools such as Jigsaw and Story Project PSHE, social stories, drawing and talking and Zones of Regulation to manage emotions and emotional responses. • Children benefit from whole-school Nurture programme
<p>PP children make at least expected termly progress in core subjects and make accelerated progress across a school year.</p>	<ul style="list-style-type: none"> • Termly core subject targets set using Arbor • Interventions to focus on targets as well as in class. • End of half term attainment and progress checks using Arbor • Identified and monitored in termly pupil progress meetings
<p>Children increase and develop memories and expand cultural knowledge through enriching life experiences.</p>	<ul style="list-style-type: none"> • All PP children to have access to reduced cost school visits and residential visits. • All PP children have priority places for all out of school hours clubs. • Additional opportunities to utilise the School Learning Garden. • Enriching experiences (Cooking/DT/ART) with retired teacher volunteer.

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Activity in this academic year 2025 -2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training implementation of Nurture program Courses and staff time.	Well-trained staff are the most important factor in the quality and success of a school's nurture program. Training transforms practitioners from educators into skilled mentors capable of identifying and dismantling deep-seated barriers to learning.	2,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support in core subjects, all classes, to support quality first teaching. Staff costs	Additional support so teachers can focus on closing gaps as well as targeted intentions, time bonded with clear end goals – EEF impact	1, 2,3
Pre teaching in every year group. Staff costs	Developing language knowledge and acquisition – EEF high impact	1, 2,3
Specific interventions including: FFT, Phonics, Rapid reading Staff costs	Phonics and reading - EEF high impact	1,2,3
Specific interventions and resources for Learning difficulties e.g. SALT, Dyslexia. Staff costs	Impacting on phonics, reading and language development – all EEF high impact	1, 2,3
Specific oracy targets to be set using Arbor and PACE Pedagogical principles – Staff CPD (quality of instruction)	Staff meetings and INSETs led by OW. Interventions focused on specific curriculum statements	1,3

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Wider strategies (for example, related to attendance, behaviour, wellbeing) linked to SDP 2025 target – Nurture Project

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Project Principles for emotional support and regulation - working on emotion coaching, raising self-esteem, developing self-regulation strategies including Jigsaw and Story Project PSHE, social stories, drawing and talking and Zones of Regulation. Staff cost and resources.	Supporting metacognition and pupils' access to learning – EEF high impact	2, 5
Additional life-enriching experiences including cooking, DT and art activities	According to the Education Endowment Foundation (EEF), life-enriching experiences like cooking, design technology (DT), and art serve a dual purpose: they provide intrinsic cultural value and can boost academic attainment by an average of +3 months of progress	1, 2, 3, 4
Residential trips, developing independence, experiencing a range of personal challenges and risk taking.	Impact seen in personal growth, confidence and making lifelong enriching memories.	4,5
Priority places for all PP children for out of school hours clubs.	Increased opportunity to access sports and arts related clubs. Increase in physical and mental health/wellbeing. Promoting interest in continuing sport outside of school.	2,3,4,5

Total budgeted cost: £33,000

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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. 20 children were pupil premium in academic year 2024-25, 4 with EHCP and 17 significant SEND needs who made progress from their starting points.

Intended outcome	Success criteria	outcomes
Children continue to develop a greater knowledge and application of high quality topical language and vocabulary.	<ul style="list-style-type: none"> Children have access to high quality vocabulary. Children are able to articulate and understand the meaning of the vocabulary. Children apply the vocabulary in dialogue and written work. 	<p>Pre-teaching focused on key vocab for English and maths work, given access to more complex whole class texts.</p> <p>Little Wandle (Phonics) implemented into y1.</p> <p>Specific topic vocabulary learnt at home for PP/SEND</p>
Children are confident learners, who can articulate and regulate their feelings and thoughts with adults and peers.	<ul style="list-style-type: none"> Children contribute in class discussion with ideas or suggestions. Children discuss feelings or emotions and how they change based upon experiences. Strategies are developed to manage levels of anxiety and confidence. Children understand how stress and anxiety can affect confidence. 	<p>ELSA programmes including drawing/talking enabled pupils to gain confidence and articulate their worries e.g Y6 achieved smooth transition to year 7 and PP/SEND pupils attending residential visits.</p> <p>In class JIGSAW PSHE lessons accessible to all pupils including PP/SEND</p>
PP children make at least expected termly progress in core subjects and make accelerated progress across a school year.	<ul style="list-style-type: none"> Termly core subject targets set using Arbor Interventions to focus on targets as well as in class. End of term attainment and progress checks using Arbor. 	<p>Non SEND PP children in reading writing and Maths made the equivalent progress to non PP pupils expected progress.</p> <p>Accelerated progress was made in reading and maths for SEND PP children.</p>
Children increase and develop memories and expand cultural knowledge through enriching life experiences.	<ul style="list-style-type: none"> All PP children to have access to reduced cost school visits and residential visits. 	<p>97% KS2 PP and SEND children accessed residential trips.</p> <p>Additional staff allocated for PP/SEND children on residential visits.</p> <p>100% PP and SEND children attended school day visits.</p>