

Pupil premium strategy statement – St John’s 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Linfield, Headteacher
Pupil premium lead	Charlotte Shepherd SENDCo
Governor / Trustee lead	David Pearmain, Community Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £44,086
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£44,086

Part A: Pupil premium strategy plan

Statement of intent

At St John's, we do not place ceilings on our children's success. We want all children, irrespective of their background and / or any obstacles they face, to be successful in our school, through academic progress and personal development. We understand that none of us can learn if our social and emotional needs are not met and therefore, we support children in both nurture and academic capacities. We also seek to build their confidence and enable them to become lifelong learners.

We firmly believe that quality first teaching raises achievement for all pupils. Therefore, our strategy ensures that teaching is of a consistently high standard throughout the school and that a robust system of CPD and monitoring supports this. Our children benefit from our mastery approach, through which the vast majority of children access the learning within the class, allowing children to "keep up, not catch up." Research has demonstrated that quality first teaching has the biggest impact on closing the disadvantaged attainment gap, as well as sustaining high levels of progress and achievement for non-disadvantaged pupils.

Through our PSHE curriculum, our Family Links Nurture Approach and teaching about Zones of Regulation, we also aim to equip all of our children with strong emotional literacy, the ability to make positive choices and to keep themselves safe. Our School Council is instrumental in our Wellbeing approach.

For those children who are eligible for Pupil Premium, we consider their needs and the barriers to learning that they may face, both collectively and individually. We then will identify interventions to support the removal of obstacles and the increase of success. These may be in Literacy, Numeracy, be an ELSA group, ARCH volunteer reader or access to alternative provision. For some of our children, who are Pupil Premium and also have SEN, we have an enhanced provision.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show oral language skills and vocabulary gaps/ speech and language issues, particularly for pupils in Foundation Stage and Year 1, but in some older children throughout the school.

2	Phonics - assessments show slower progress in phonics for our pupil premium children.
3	Reading – assessments show slower progress in reading for our pupil premium children due to less reading at home or specific difficulties with reading.
4	Writing - some pupils require extra support to access the English writing curriculum and fill gaps in their learning.
5	Maths – some pupils require extra support to access the maths curriculum and fill gaps in their learning.
6	Emotional Behavioural Difficulties/ELSA need – our wellbeing RAG rating and school characteristics of learning reveal a number of pupils with EBD and emotional support needs.
7	Low self-esteem/ Low confidence – our wellbeing RAG rating and school characteristics of learning reveal a number of pupils with low self-esteem or low confidence.
8	Lack of parental engagement – some of our pupil premium children’s parents are hard to engage in parent teacher appointments, school activities and support for homework. Attendance concerns.
9	Early trauma/ attachment disorder – a number of our pupils (some who LAC and adopted from care) are show behaviour linked to early traumatic experiences.

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
To improve pupils' oral language and vocabulary through interventions in class and in small groups.	Pupils' oral language and vocabulary will have developed from their starting points as evidenced using assessments such as BPVS, EYFS curriculum, ELS phonics screen. School taking part in Wellcomm pilot for reception classes in Oxfordshire
To ensure good progress and outcomes in Phonics for pupils in KS1 with greater proportions of children passing phonics screen.	Phonics tracker and Essential Letters and Sounds assessments show accelerated progress in phonics knowledge amongst pupil premium pupils.
Improved progress and attainment in reading among pupil premium pupils.	In school tracking shows improved progress and attainment in reading. KS1 and KS2 SAT scores show improvement in reading attainment for pupil premium children by 2025/26.
Improved progress and attainment in maths & English writing among pupil premium pupils.	In school tracking shows improved progress and attainment in maths. KS1 and KS2 SAT scores show improvement in maths attainment for pupil premium children by 2025/26..
Improve wellbeing and emotional resilience among pupil premium pupils.	Nurture RAG ratings, pupil surveys and wellbeing tools (QCA assessments) show

	improvements in levels of wellbeing. Greater engagement in learning and fewer behaviour incidents.
To build pupils' self esteem and confidence to enable them to engage in learning and be successful in all areas of school life	Nurture RAG ratings, pupil surveys and wellbeing tools show improvements in levels of confidence and greater self-esteem.
To improve engagement in school and support for pupils' learning from parents.	Greater proportions of pupil premium parents attend parent teacher interviews and school events. More pupils are being supported with their learning at home. Good attendance.
To support pupils who have experienced early trauma and have attachment disorder, to enable them to engage in school life and in their learning successfully.	Impact of early trauma and attachment disorder has been reduced, children feel safer in school and have formed strong relationships with trusted adults. PACE training adopted by all staff in school. School to continue embedding the Oxfordshire Relational Schools programme by 25/26

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: £ 9,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and tracking tools	Standardised tests can provide reliable information into strengths and weaknesses across the school and for individual pupils to enable interventions to be targeted appropriately. Phonics Tracker, NFER tests, IDL, Sandwell, Salford, Reading ages, BPVS Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4,& 5.
Teaching strategies implemented and interventions identified to support language development and acquisition of new vocabulary	Oral language interventions and high quality classroom discussion impact positively on pupils reading, ability to access the curriculum and consequently their success academically in all subject areas. Oracy training for all staff.	1,2,3,4,6.

This will also impact positively upon reading & writing.	Power of Reading approach to teaching English. Introduction of Reading Fluency sessions and class assemblies. Wellcomm, Teddy Talk Time, Guided Reading, Drawing Club. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Continue to embed and develop ELS Phonics teaching in EYFS, KS1 and LKS2 to support phonics teaching	Good phonics knowledge is important to enable pupils to read and spell by decoding words, although it does not support comprehension. This is particularly important for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Invest in Power of Reading approach to teaching writing and to teach reading through fluency sessions.	Positive impact of improved reading comprehension, including vocabulary acquisition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3,4,7
CPD and support from Maths Lead to enable teachers to plan maths effectively to fill gaps caused by school closures, using the mastery approach and the NCETM 'Ready to Progress' materials	Guidance from National centre for Excellence in the Teaching of Mathematics, draws on evidence-based approaches Maths Lead on training from Maths Hub Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5

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

Budgeted cost: £ 12,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led speech and language interventions, based on advice from speech and language therapist	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: Oracy training for all teaching staff. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3,4,5
Deliver additional phonics small groups sessions for pupils who need further support	Targeted phonics interventions, based on ELS reading scheme, have been shown to be more effective when delivered as regular sessions over a period of time Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
ARCH volunteer reader 1:1 reading with disadvantaged children	1:1 reading enables children to make accelerated progress in reading and promotes a love of books. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2, 3, 4
Deliver Project X Code to disadvantaged pupils in Year 2 and Year 3 to support progress in Reading Also Reading Fluency sessions.	Research shows positive impact of teaching children reading comprehension strategies https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 2, 3, 4
Deliver Maths 4Life at Number programme to pupils in LKS2	Evidence shows an improved impact on pupil outcomes when TAs are delivering a structured maths intervention programme https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	1,5,7

Weekly teacher -led Maths Booster session for all children in Year 6	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, through working in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,5,7
Staff in Reception class to take part in Wellcomm pilot to support children's language development	Guidance from Oxfordshire Early Years team who implemented this in all Oxfordshire nurseries, and are running the pilot for Reception classes.	1

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

Budgeted cost: £ 22,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant to run 1:1 and small groups sessions with pupils Enhanced provision class to provide high intensity emotional support	Social and emotional learning improve pupils' decision making, interaction with others and management of their emotions. This leads to greater engagement in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6,7,8,9
Home / School link communication provided by SENCo	Evidence shows that parental engagement impacts positively on pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8
Extra curricular activities – trips and residentials	Collaborative learning experiences involving a level of challenge and problem solving. Outdoor adventurous learning builds confidence and self-efficacy. It also builds a growth mindset.	6,7,8,9
Annual purchase of CPOMs to record behaviour and safeguarding incidents for all pupils	CPOMs provides the school with the ability to keep comprehensive records of concerns, behaviour incidents and safeguarding incidents, as well as contact from other agencies and parents. Our	6,7,8,9

	SLT, teachers and SENCo use this to communicate important information to other staff across the school.	
Provide a 'Chill Out' lunch club for children who find lunchtimes difficult	Chill Out club supports children whose emotional, social and behavioural difficulties mean they find playtimes difficult. It supports them to have positive lunch times and fewer behaviour incidents which means they are better prepared for afternoon lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6, 7, 9
Training for staff – ATTACH PACE Zones of Regulation Family Links Relational Schools Programme Point 5 for adapting provision for key cohorts	Equipping staff with knowledge and strategies to manage behaviour of pupils with emotional and behavioural difficulties and early trauma, to enable pupils to feel safe, be better regulated and therefore able to learn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6,7,8,9

Total budgeted cost: £44,086

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- A wide range of assessment methods and information are used to inform assessments, in addition to statutory assessments. These include, but are not limited to:
 - NFER standardised tests in Y3, Y4 and Y5
 - Salford Reading assessments
 - PIRA Reading assessments
 - Sandwell Maths assessments
 - QCA assessments
 - Intervention specific assessments eg. Maths4Life
 - Formative assessment data
- Children, who were part of 2-year enhanced pathway, were fully integrated into the classroom and were able to access the curriculum with their peers.
- These children made successful transitions to secondary school.
- All EHCP applications for PP children were successful and suitable school placements (where appropriate) were found for secondary placements..
- Maths4Life intervention demonstrated significant progress for those children engaged in the programme.
- Project X code continues to show accelerated progress for all children.
- Nurture Rag Ratings demonstrate improvement in children's wellbeing, lessening anxiety and improved access to the curriculum.
- Children's response to reading is positive, including those in receipt of Pupil Premium.
- PP children took part in a response to ARCH, which demonstrated improved confidence, fluency, enjoyment and comprehension.
- Improvement in the QCA scales which measure emotional learning and conduct behaviours were evident in the majority of children.

Attendance for the year 23-24:

	Dec	Feb	July
Overall	96%	96%	96%
FS	97%	97%	96%
Yr 1	97%	96%	96%
Yr 2	96%	97%	97%
Yr 3	97%	97%	96%
Yr 4	96%	97%	96%
Yr 5	96%	94%	94%
Yr 6	96%	96%	95%
PP	93%	92%	93%
SEN (not EHCP)	95%	95%	95%

EHCP		94%	94%	93%
Trends over time:				
% at ARE or above Years 1 - 6	2021	2022	2023	2024
Reading	33%	32%	40%	44%
Writing	6%	12%	21%	22%
Maths	0%	16%	36%	30%

Externally provided programmes

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

Programme	Provider