

Pupil premium strategy statement – St John’s CofE Primary Academy

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 | 390 |
| Proportion (%) of pupil premium eligible pupils | 11% FSM 18% Forces |
| 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) | September 2025 to July 2028 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | V Evans |
| Pupil premium lead | S Carnell |
| Governor / Trustee lead | E Bull |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £88 202 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £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> | £88 202 |

Part A: Pupil premium strategy plan

Statement of intent

- To close the gaps in learning between children and their peers
- Give support to children after quality first wave teaching
- To build children's resilience and support them with their social skills
- To give children the knowledge and strategies to succeed
- To develop children's learning so they have a greater depth of understanding in reading, writing and maths.
- To develop a love of reading

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Social skills with peers. |
| 2 | Pupil with attachment & trauma issues. |
| 3 | Application of previous learning to solve problems in mathematics |
| 4 | Application of previous learning to answer questions in reading |
| 5 | Reading for pleasure |
| 6 | Phonics |
| 7 | Spellings in written work |
| 8 | Significant gaps in learning |
| 9 | Low attainment and progress in writing |

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 to build strong resilient relationships with peers and apply social skills. | In small groups children to play with peers and learning to take turns. |
| Children to develop and use a range of coping mechanisms and build their own self-esteem. | Children to understand their own mental health and to apply strategies which support them in a range of different ways. |

| | |
|---|---|
| Application of previous learning to solve mathematical problems | Children achieve improved scores on their end of term assessments and SAT test results. |
| Children to answer retrieval, vocabulary and inference questions based on a text. | Children achieve improved scores on their end of term assessments and SAT test results. |
| Children to foster a love of reading for pleasure. | Children to choose to read regularly as a pastime. |
| Most children to know all of their sounds by the end of Y1 | Improve on previous results. |
| Children to read age-appropriate texts using phonetic knowledge | Children to nurture a love of reading while practising their phonics learning. |
| Spelling rules to be applied in writing | Spellings in written work to be correct |
| Additional support to close the gaps in the children's learning | End of year data to show improved attainment. |
| Improved levels in writing | End of year data to show improved attainment in writing |

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: £ 6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Phonics training | Sound Start phonics | 5, 6, 7, 8 & 9 |
| After school targeted clubs and additional nurture support | Work with forces and nurture assessments | 1, 2 & 8 |
| | | |

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

Budgeted cost: £ 72 202

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Reading comprehension intervention | Structured discussion around the text. Text of an appropriate level to meet the needs of the pupil. Improved vocabulary knowledge to support reading and writing. Strategies to support taught e.g., text marking. Better understanding of texts will impact on a love of reading. | 4, 5, 6, 7, 8 & 9 |
| Maths intervention | Structured maths intervention planned around gaps in previous learning and to support children after quality first wave teaching. Continued implementation of the Maths Mastery Programme. | 3 & 8 |
| Spelling intervention | Sound Start phonics. Groups targeted after first wave teaching of spelling rules or identified through assessment of writing. Spelling intervention and Spelling Frame. | 6, 7, 8 & 9 |
| Phonics intervention | Sound Start phonics. Additional support to boost first wave teaching. | 5, 6, 7, 8 & 9 |
| One to one reading sessions to support children not completing reading at home with an adult. | Application of phonetical knowledge, discussion around the text, fostering a love of reading. | 4, 5, 6, 7, 8 & 9 |

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

Budgeted cost: £10 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Attendance meetings (weekly) | Attendance team to discuss all issues raised. Communication with parents to be recorded and paperwork sent to the authority where required. | 1, 2 & 8 |
| Lego and play therapy linked to social play and nurture | Supervised collaborative play. Forging relationships and giving children the opportunity to discuss their worries. | 1, 2 & 8 |
| Nurture and mental well-being support | One to one and small group work to support the mental well-being of pupils identified with needs. | 1, 2 & 8 |
| After school clubs to support PP children | Structured play to build relationships and instil collaborative play. | 1, 2 & 8 |

| | | |
|-------------------------------|--|-------|
| Nurture group & forest school | Small groups of pupils to attend weekly nurture sessions which support their mental health and give opportunities to talk and build relationships. | 1 & 2 |
|-------------------------------|--|-------|

Total budgeted cost: £ 88 202

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data shows improvement from baseline to the end of year results of PP children. Some children are still working below the age-related expectations, but have improved in their confidence bands. Some children have achieved their age-related levels by the end of the year. Some pupils have achieved greater depth in the KS2 SAT tests. Teacher assessment is supported by the use of testing in maths and reading and writing is moderated by an external English expert to ensure accurate assessments over the school.

KS2 2024 results

| KS2 | Academy 2025 | National 2025 | Academy 2025 |
|----------|--------------|---------------|---------------|
| Subject | Expected | | Greater depth |
| Reading | 81% | 75% | 28% |
| Writing | 75% | 72% | 3% |
| GPS | 83% | 73% | 33% |
| Maths | 78% | 75% | 19% |
| Combined | 67% | 62% | 2% |

Externally provided programmes

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service pupil premium was used to provide resources for the after-school clubs. The mental well-being of service children is supported through targeted nurture and friendship building groups.

The impact of that spending on service pupil premium eligible pupils

Children of service personnel are well supported in school. They have good relationships with their peers and this is supported through clubs and nurture. Their academic progress is monitored and assessed regularly to ensure any gaps are filled to build on their prior learning.

Further information (optional)

At the start of the academic year 2023, the data shows that there are no pupil premium pupils working at a greater depth. At the end of 2025, several pupil premium children achieved greater depth in the KS2 SAT results: 50% reading, 21% writing, 50% grammar & 29% maths.