

Pupil premium strategy statement 2025-26

Pupil premium strategy statement 2024 - 2025 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.

School overview

Detail	Data
School name	St John the Evangelist CE Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	47 pupils (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	M Harrison
Pupil premium lead	Mrs C Wilby
Governor / Trustee lead	D Tomlinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120.00
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	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	£65,120.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions regarding the allocation of Pupil Premium funding, it is essential to consider the unique context of our school and the challenges faced by our pupils. Evidence-based research, particularly from the Education Endowment Foundation (EEF), will guide our decisions, ensuring that chosen strategies are both effective and cost-efficient.

Disadvantaged pupils often face a range of barriers to learning, including limited support at home, weaker language and communication skills, lower self-confidence, behavioural challenges, and difficulties with attendance and punctuality. Some may also experience complex family circumstances that affect their ability to thrive. These challenges are diverse, and there is no "one-size-fits-all" solution.

High-quality teaching is central to our approach, focusing on areas where disadvantaged pupils require the most support. This approach has been shown to have the greatest impact in closing the attainment gap while simultaneously benefiting all pupils across the school. Alongside this, we will implement targeted support, curriculum enrichment, and pastoral care to achieve the following objectives:

Our Aims

- Remove barriers to learning associated with poverty, family circumstances, and background.
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers, ensuring good progress from their individual starting points.
- Ensure all pupils can read fluently and with comprehension to fully access the curriculum.
- Develop pupils' confidence and ability to communicate effectively across a range of contexts.
- Support pupils' social, emotional, and mental well-being, fostering resilience.
- Provide pupils with opportunities to broaden their knowledge and understanding of the world.

Achieving Our Aims

To overcome identified barriers and achieve these aims, we will:

- Provide high-quality professional development for all teachers to ensure effective quality first teaching.
- Deliver targeted interventions to address specific gaps in learning.
- Allocate funding to enable all pupils to participate in trips, residential, and first-hand learning experiences.
- Offer enrichment activities that support personal, social, and academic development.
- Provide appropriate nurture and pastoral support to help pupils access learning both inside and outside the classroom.
- Foster a whole-school ethos in which all staff take responsibility for the outcomes of disadvantaged pupils and maintain high expectations for their achievements.

This plan is not exhaustive. Strategies will be continuously reviewed and adapted to meet the evolving needs of individual pupils.

Challenges

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

Challenge number	Detail of challenge
1	Overall Academic Achievement: Assessments indicate that disadvantaged pupils are performing below their non-disadvantaged peers. Gaps have been identified in foundational skills, including comprehension, vocabulary development, and sentence construction. Disadvantaged pupils' attainment in mathematics is also below that of their peers, though the gap is smaller. Weaknesses are evident in number sense and recall of basic number facts, despite previous Pupil Premium interventions.
2	SEND Needs: A significant proportion of pupils eligible for Pupil Premium funding are also on the SEND register, requiring targeted support to access the curriculum effectively.
3	Emotional Well-Being: Many disadvantaged pupils face barriers to learning related to their emotional well-being, which can affect their engagement, resilience, and overall progress. A significant proportion of our pupils live in poverty and are growing up in a community facing considerable socioeconomic challenges. These circumstances can contribute to stress, anxiety, and limited access to supportive resources outside school. As a result, our pupils often require additional pastoral support, targeted interventions, and opportunities to build confidence, resilience, and social-emotional skills to ensure they can fully access the curriculum and thrive in school life.
4	Access to Enrichment and Attendance: Financial constraints limit some pupils' participation in extracurricular and enrichment activities, affecting self-esteem, cultural capital, and inclusion. Additionally, a proportion of disadvantaged pupils have attendance and punctuality issues that require monitoring and support.
5	Foundations for Learning: Many of our children enter school without secure foundational skills in key areas, including early literacy, numeracy, language development, and social communication. A significant proportion of our pupils come from disadvantaged backgrounds and live in a community facing considerable socioeconomic challenges. These circumstances can limit access to early learning resources, experiences, and support outside school, which can affect their readiness to learn. As a result, our pupils require high-quality teaching, targeted interventions, and enriching opportunities to develop these essential skills, close emerging gaps, and ensure they are able to access the full curriculum and achieve their potential

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>Overall Academic Achievement Disadvantaged pupils make accelerated progress in literacy and mathematics to narrow the gap with their peers.</p> <p>Pupils develop stronger comprehension, vocabulary, sentence construction, and number fluency.</p>	<p>Disadvantaged pupils' attainment in reading, writing, and mathematics meets or exceeds expected progress from their starting points.</p> <p>Assessment data shows a measurable reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>Evidence of improved oral language skills and confidence in communication across the curriculum.</p>
<p>SEND Needs Pupils with SEND who are also disadvantaged can access the curriculum effectively.</p> <p>Individual learning needs are identified and met through targeted support.</p>	<p>School support plans show clear, measurable progress against targets.</p> <p>Teachers report increased engagement and achievement for disadvantaged SEND pupils.</p> <p>Pupils demonstrate improved independence and participation in lessons.</p>
<p>Emotional Well-being Disadvantaged pupils develop resilience, confidence, and positive social-emotional skills.</p> <p>Emotional well-being barriers no longer significantly influence learning or engagement.</p>	<p>Reduction in behavioural incidents and improved engagement in learning activities.</p> <p>Pupils report feeling supported, confident, and able to cope with challenges (via surveys or pastoral feedback).</p> <p>Participation in interventions, mentoring, or pastoral programmes leads to observable improvements in self-esteem and resilience.</p>
<p>Enrichment and Attendance All disadvantaged pupils can participate fully in enrichment opportunities, trips, and extracurricular activities.</p> <p>Attendance and punctuality improve to ensure pupils do not miss key learning opportunities.</p>	<p>100% of disadvantaged pupils are able to attend trips, residential, and enrichment activities regardless of financial barriers.</p> <p>Attendance rates for disadvantaged pupils improve and meet or exceed national averages.</p> <p>Increased participation in extracurricular and cultural opportunities is recorded and positively impacts self-esteem and engagement.</p>

<p>Foundations for Learning</p> <p>Disadvantaged pupils develop secure foundational skills in literacy, numeracy, language, and social communication.</p> <p>Pupils enter the wider curriculum with the skills needed to engage and succeed.</p>	<p>Baseline and subsequent assessments demonstrate measurable progress in early English and maths skills.</p> <p>Pupils are able to engage in classroom tasks with increasing independence and confidence.</p> <p>Gaps in foundational skills are reduced, enabling pupils to access age-appropriate curriculum expectations.</p>
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Activity in this academic year

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: £19,895.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Small-Group Instruction</p> <p>Implementing small, focused teaching groups to provide additional support in mathematics, enabling personalised learning and accelerating pupil progress.</p> <p>Curriculum Enhancement and Evidence-Based Resources</p> <p>Strengthening the curriculum and teaching approaches in line with DfE and EEF guidance. This includes the adoption of <i>Fluency Bee</i> by WRMH to support the development of core skills and fluency.</p> <p>Professional Development and Access to Specialist Resources</p>	<p>Targeted Teaching and Intervention – Evidence-Based Guidance</p> <p>Both DfE non-statutory guidance and the Education Endowment Foundation (EEF) inform our approach to teaching and intervention across all subjects. These evidence-based frameworks highlight strategies to accelerate progress, particularly for disadvantaged pupils and those at risk of falling behind.</p> <p>Teaching assistants (TAs) play a key role in providing targeted support through small group and streamed interventions. Evidence from the EEF indicates that:</p> <ul style="list-style-type: none"> • Small-group interventions have a moderate impact on learning, with an average gain of approximately +4 months progress. These groups allow teachers and TAs to focus intensively on the specific needs of pupils, providing additional scaffolding, pre-teaching, and 	1, 3, 4

<p>The lead teacher will engage with Maths Hub resources and continuous professional development (CPD) opportunities to ensure teaching practices are informed by current research and best practice.</p> <p>Targeted Interventions Delivery of evidence-based interventions, including:</p> <p>Online fluency platforms (TT Rockstars and Numbots)</p> <p>Pre-teaching sessions for key concepts</p> <p>Bespoke intervention programmes tailored to individual pupil needs</p> <p>Additional in-class support to reinforce learning</p>	<p>consolidation across all subject areas.</p> <p>In practice, targeted interventions are applied across subjects, including:</p> <ul style="list-style-type: none"> • Literacy and language support (reading, writing, and oral language development) • Mathematics, including fluency and problem-solving • Curriculum enrichment through pre-teaching and reinforcement of key concepts • Wider curriculum support for science, humanities, and creative subjects through guided activities, digital resources, and scaffolded small-group work <p>By combining structured small-group tuition, targeted TA support, and effective use of digital tools, we aim to accelerate learning, close attainment gaps, and ensure all pupils can access and succeed across the full curriculum.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,225.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School 1:2 Tutoring - employed teacher within school</p> <p>£10,225.00</p>	<p>EEF (+4) - Small Group Tuition</p> <p>Small group tuition involves a teacher or professional educator working with a group of two to five pupils. This arrangement allows the educator to focus intensively on a limited number of learners, typically in a dedicated classroom or learning space. Small group tuition is frequently employed to support lower-attaining pupils or those who are falling behind. However, it can also be used more broadly to consolidate learning, teach challenging concepts, or accelerate progress.</p>	<p>2, 5</p>

	<p>Following an analysis of our cohorts, we have identified that the Year 6 cohort requires targeted support to address gaps in mathematics, reading, and writing. Previous implementation of small group tuition has already demonstrated a measurable positive impact on attainment, and we aim to continue this trend. This targeted approach also benefits our SEND pupils, ensuring they receive the additional support necessary to achieve their potential.</p>	
<p>Oral Language Interventions</p> <p>Implement structured oral language programmes in EYFS and KS1, including vocabulary development, storytelling, and structured discussion activities.</p> <p>Early Literacy and Reading Initiatives</p> <p>Phonics-focused sessions tailored to early learners, ensuring disadvantaged pupils receive targeted support.</p> <p>Whole-class and small-group guided reading, supported by trained teaching assistants.</p> <p>Promotion of reading across school led by the English lead, including book talk, reading for pleasure, and home reading engagement strategies.</p> <p>Social Communication and Interaction</p> <p>Structured play-based learning to develop communication, turn-</p>	<p>EEF (+4) – Language and Early Intervention</p> <p>Language forms the foundation for thinking and learning and should be a key priority. The attainment gap between disadvantaged pupils and their peers emerges early and persists throughout schooling. Evidence shows that early intervention can significantly reduce this gap.</p> <p>Analysis of our cohorts indicates that boys, particularly those from disadvantaged backgrounds, often enter Reception with lower literacy and language skills—a trend intensified this year, likely due to COVID-19. Oral language interventions are an evidence-based strategy proven to accelerate progress (EEF +6 months).</p> <p>Our EYFS lead is engaged in early language to implement effective strategies in school, while the English lead promotes reading across all year groups. These initiatives aim to drive whole-school improvement, with particular benefits for disadvantaged and SEND pupils.</p>	1.3

<p>taking, and cooperative skills.</p> <p>Opportunities for peer interaction and language-rich experiences in both indoor and outdoor learning environments.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support and Wellbeing Initiatives</p> <p>The school's Pastoral Lead is in place four days per week, providing targeted support to pupils.</p> <p>Zone of Regulation training has been delivered to lead staff and teaching assistants, with a plan to continue this programme for the next 12 months.</p> <p>An ELSA-trained member of staff is now available to provide structured emotional support to pupils, enhancing wellbeing and resilience.</p>	<p>Parental Engagement and Social, Emotional, and Mental Health (SEMH) Support – EEF (+3)</p> <p>Parental engagement is defined as the involvement of parents in supporting their children's academic learning. This includes:</p> <ul style="list-style-type: none"> • Encouraging parents to support learning at home, such as through reading or homework. • Involving parents directly in their children's learning activities. <p>There is extensive evidence linking strong social and emotional skills in childhood with improved outcomes in school and later life, including higher academic attainment, positive attitudes, better behaviour, and stronger peer relationships (EEF: <i>Improving Social and Emotional Learning in Primary Schools</i>). Our school worship themes also support pupils in developing positive relationships and emotional resilience.</p> <p>The employment of an Attendance Officer ensures that disadvantaged pupils and their families have the tools and support to maintain regular school attendance.</p> <p>Our Pastoral Lead provides targeted SEMH support for pupils and families, delivering workshops, one-to-one interventions, and family support. In</p>	<p>1, 4, 5, 6</p>

	<p>addition, an ELSA-trained member of staff offers structured emotional support. Evidence indicates that in-school ELSA provision improves pupils' self-esteem, emotional regulation, and readiness to learn, which in turn can positively impact academic progress and social relationships.</p>	
<p>Enhancing Enrichment and Participation Opportunities</p> <p>We aim to broaden the range of enrichment activities available across the school to ensure all pupils, particularly those from disadvantaged backgrounds, have access to a rich and engaging curriculum beyond the classroom. Funding has been allocated to:</p> <ul style="list-style-type: none"> • School Uniform Support: Ensuring all pupils can attend school in appropriate uniform, promoting equality and inclusion. • Trips and Events (£3,000): Providing financial support for educational visits, extracurricular events, and cultural experiences to enhance learning, social development, and engagement. 	<p>Enrichment and Extra-Curricular Opportunities - EEF</p> <p>Evidence from the EEF indicates that social and emotional interventions have a moderate positive impact on pupil outcomes. Extra-curricular activities play a key role in promoting a love of learning, improving social skills, boosting self-esteem, fostering a sense of community, and enhancing pupils' sense of self-worth. Ensuring that all children can access these opportunities is central to our commitment to equity and inclusion.</p> <p>Providing disadvantaged pupils with access to a wide range of enrichment activities is a priority. Additional funding is allocated to support participation in educational visits, residential trips, and other curriculum-enhancing experiences. Outdoor adventure learning, in particular, provides opportunities for disadvantaged pupils to engage in activities they might not otherwise access. Participation in these challenging physical and emotional experiences can develop essential non-cognitive skills, including resilience, self-confidence, and motivation (EEF).</p> <p>Disadvantaged pupils are also actively encouraged to take part in the broad range of after-school clubs offered. Staff work closely with parents to promote engagement and ensure uptake.</p> <p>To further support equity, uniform provision is made available for new joiners, ensuring that all pupils can participate fully in school life.</p>	4,5

Total budgeted cost: £65,120.00

Part B: Review of outcomes in the previous academic year

See separate document of spending review from the previous year