

## St John's Church of England Pupil premium strategy statement 2025-2028

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                                       |
|---|--|
| School name   | St John's Church of England Primary School |
| Number of pupils in school  | 276  |
| Proportion (%) of pupil premium eligible pupils   | 31.6%                                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025/26 to 2027/2028                       |
| Date this statement was published   | December 2025                              |
| Date on which it will be reviewed   | December 2028                              |
| Statement authorised by   | Rachel Blake, Executive Headteacher        |
| Pupil premium lead  | Anita Donnelly, Head of School             |
| Governor / Trustee lead   | Kelly Kehn, Chair of Governors             |

### Funding overview

| Detail   | Amount                              |
|--|-------------------------------------|
| Pupil premium funding allocation this academic year                                    | £146,276 (inc service and post LAC) |
| Recovery premium funding allocation this academic year                                 | £0                                  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                                  |
| <b>Total budget for this academic year</b>   | <b>£146,276</b>                     |

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our Whole School Vision:**

'I can do everything through Christ who gives me strength'. Phil 4:13.

Our ethos is deeply rooted in the Bible, underpinned by faith and committed to educational excellence. In our community, we respect that everyone is uniquely made in the image of God. We grow together in wisdom, compassion, strength and instil a sense of hope for all to flourish. As a school we believe that, 'We make a difference'.

#### **Mission Statement and Vision for Pupil Premium pupils within the School:**

Teaching and Learning is at the heart of everything we do at St John's. It is about enabling all children to learn and achieve to the best of their ability. We recognise that all members of the school community have a responsibility to ensure that this can happen. We are committed to overcome whatever barriers and obstacles each and every disadvantaged child faces and to close and remove gaps in all areas of school life and learning. Our pupil premium strategy reflects this commitment. We want every disadvantaged child to feel known, valued and supported, and to have access to the same rich learning experiences and opportunities as their peers.

Our focus is on ensuring that all children become fluent readers and communicators, excellent mathematicians and highly emotionally literate individuals - ready for the world and the next phase of their school life.

We are committed to using the pupil premium grant in a purposeful and strategic way. We identify the barriers that hold children back and allocate funding where it will make the most difference. This means blending whole school approaches with targeted support and focusing on the needs of specific pupils, groups or year teams. Our strategy combines high quality adaptive and inclusive teaching, targeted academic intervention and wider pastoral and enrichment support.

Our priorities are clear. We want to secure strong attendance so that disadvantaged children are in school and benefitting from the consistent teaching they need. We want to continue developing high quality teaching across the school, with a strong focus on adaptive teaching, oracy, reading and writing. We want to close attainment gaps in key subjects and ensure that every child makes strong progress from their starting point. We also want pupils to build confidence, resilience and self-belief so that they can look ahead to their future with ambition.

By the end of this three year strategy, our aim is that all children, including those who face the greatest challenges, leave St John's with the skills, knowledge and character to thrive.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b><u>Attendance</u></b></p> <p>At St John’s School, we believe that good attendance is fundamental to pupils’ academic progress, personal development, and overall wellbeing. Being in school every day enables children to access high-quality learning experiences, build positive relationships, and develop the routines and resilience essential for later life.</p> <p>We are committed to ensuring pupils attend school regularly and punctually so they can make the most of every learning opportunity. We set high expectations for attendance and work closely with families, staff, and external agencies to remove barriers and support pupils in being present every day.</p> <p>St John’s operates a robust and systematic approach to monitoring attendance. Key elements include:</p> <ul style="list-style-type: none"> <li>● <b>Daily registration</b> completed promptly in the morning and afternoon.</li> <li>● <b>Real-time tracking</b> of attendance patterns, allowing staff to identify concerns at an early stage.</li> <li>● <b>Weekly reviews</b> of attendance data by the pastoral and senior leadership teams.</li> <li>● <b>Identification of vulnerable groups</b>, including pupils with additional needs or known attendance challenges, so that targeted support can be offered.</li> </ul> <p>This rigorous approach ensures that any emerging issues are addressed swiftly and effectively.</p> <p>As noted in our latest OFSTED report July 2024 ‘The school is relentless in its aim of ensuring that attendance meets its high expectations. Staff have rightly identified that this is a priority and take a range of actions to promote the importance of good attendance, working closely with parents and external agencies when they identify any patterns of concern.’</p> <p>It is this rigour that has allowed us to increase our overall school attendance from 93.9% in the academic year 2023-24 to 95.8% in the academic year 2024-25 and reduce our persistent absence numbers from 25.8% in 2023-24 to 12.7% by the the end of the academic year 2024-25.</p> <p>We have also seen similar successes within our Pupil Premium group. With a notable 11.9% reduction in PP persistent absence from 25.2% to 13.3% over the academic year 2023-24 and 2024-25.</p> <p>We note however that whilst we have seen a reduction in the percentages of this group being persistently absent, we still need to bring the percentages in line with the attendance statistics of non PP pupils.</p> |

Specific targeting will continue, to ensure that these children are in school and are receiving quality-first teaching as well as utilising a team around the family approach to re-engage families.

**All pupils - Attendance**

| Year    | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 | 273    | 94.8%  | 94.9%    | Close to average              | Relative improvement   | -              |
| 2023/24 | 352    | 92.4%  | 94.5%    | Below                         | Relative decline       | -              |
| 2022/23 | 320    | 93.0%  | 94.1%    | Below                         | Relative decline       | -              |

|         |     |       |       |                  |               |   |
|---------|-----|-------|-------|------------------|---------------|---|
| 2018/19 | 371 | 96.0% | 96.0% | Close to average | Not available | - |
|---------|-----|-------|-------|------------------|---------------|---|

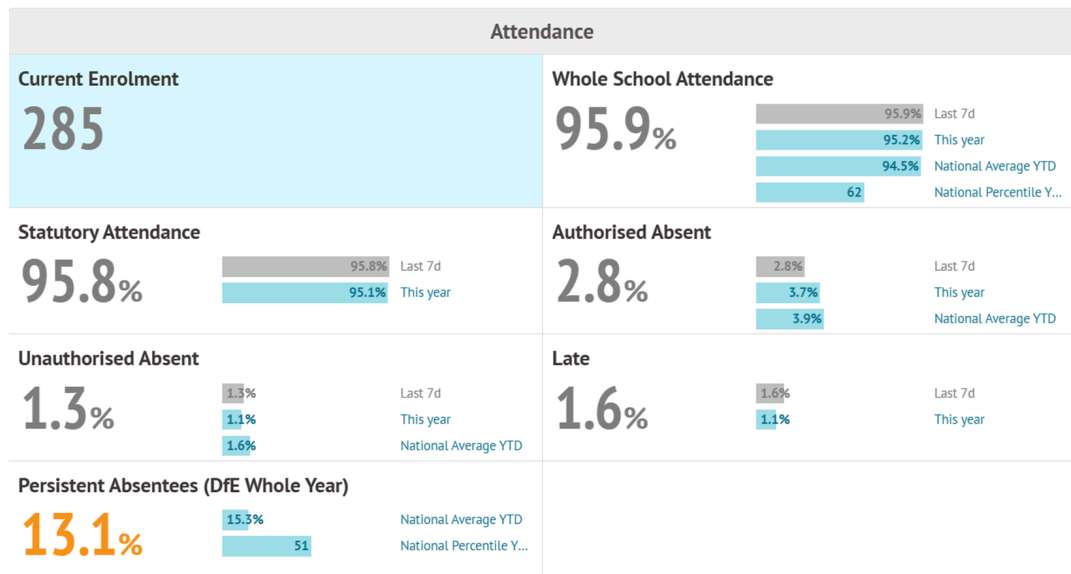
[Chart](#)

**FSM6 - Attendance**

| Year    | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 | 83     | 92.7%  | 92.6%    | Close to average              | Relative improvement   | -              |
| 2023/24 | 103    | 90.3%  | 92.0%    | Below                         | Relative decline       | -              |
| 2022/23 | 94     | 92.2%  | 91.6%    | Close to average              | Relative decline       | -              |

|         |    |       |       |                  |               |   |
|---------|----|-------|-------|------------------|---------------|---|
| 2018/19 | 71 | 95.4% | 94.4% | Close to average | Not available | - |
|---------|----|-------|-------|------------------|---------------|---|

[Chart](#)



The school continues to work hard to reduce the percentage of persistent absence and the data shows the school has been able to significantly close this gap as a result of our targeted approach. The school acknowledges that a gap remains between school and national which we will target as part of the next PP strategy.

## Persistent absence

### All pupils - Persistent absence

| Year    | Cohort | School | National | National distribution banding | Trend        | School context |
|---------|--------|--------|----------|-------------------------------|--------------|----------------|
| 2024/25 | 273    | 16.1%  | 14.3%    | Close to average (non-sig)    | Sig decrease | -              |
| 2023/24 | 352    | 27.8%  | 14.6%    | Above (sig+)                  | Sig increase | -              |
| 2022/23 | 320    | 19.4%  | 16.2%    | Close to average (non-sig)    | Sig increase | -              |

|         |     |      |      |                            |               |   |
|---------|-----|------|------|----------------------------|---------------|---|
| 2018/19 | 371 | 7.0% | 8.2% | Close to average (non-sig) | Not available | - |
|---------|-----|------|------|----------------------------|---------------|---|

[▶ Chart](#)

### FSM6 - Persistent absence

| Year    | Cohort | School | National | National distribution banding | Trend         | School context |
|---------|--------|--------|----------|-------------------------------|---------------|----------------|
| 2024/25 | 83     | 21.7%  | 24.4%    | Close to average (non-sig)    | Sig decrease  | -              |
| 2023/24 | 103    | 37.9%  | 27.1%    | Above (sig+)                  | Sig increase  | -              |
| 2022/23 | 94     | 21.3%  | 29.3%    | Below (non-sig)               | No sig change | -              |

|         |    |      |       |                 |               |   |
|---------|----|------|-------|-----------------|---------------|---|
| 2018/19 | 71 | 9.9% | 16.1% | Below (non-sig) | Not available | - |
|---------|----|------|-------|-----------------|---------------|---|

[▶ Chart](#)

## Persistent Absentees

|                          | 2023/ 2024      | 2024/2025      | Difference |
|--------------------------|-----------------|----------------|------------|
| <b>Whole School</b>      | 25.8% (59/318)  | 12.7% (36/283) | -13.1%     |
| <b>Pupil Premium</b>     | 25.2% (27/104)  | 13.3% (14/105) | -11.9%     |
| <b>Non Pupil Premium</b> | 16.03% (25/156) | 6.1 (11/180)   | -9.93%     |
| <b>SEND</b>              | 22.2% (12/52)   | 15.4% (6/39)   | -6.8%      |
| <b>Non SEND</b>          | 16.84% (32/190) | 7.7% (19/246)  | -9.1%      |

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**Closing the gap with PP and reading**

## Expected standard

### All pupils - Reading expected standard

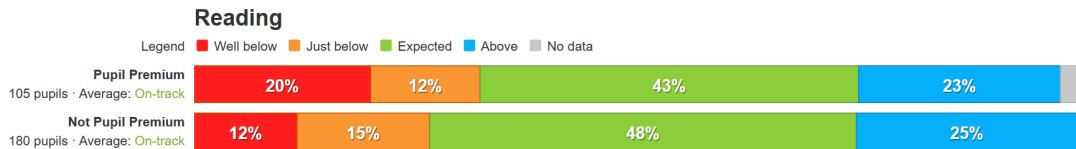
| Year   | Cohort | School | National | National distribution banding | Trend          | Year group context |
|--------|--------|--------|----------|-------------------------------|----------------|--------------------|
| 3-year | 151    | 77%    | 74%      | Close to average (non-sig)    | Not applicable | Not applicable     |
| 2025   | 42     | 79%    | 75%      | Close to average (non-sig)    | No sig change  | Low - Stability    |
| 2024   | 56     | 77%    | 74%      | Close to average (non-sig)    | No sig change  | -                  |
| 2023   | 53     | 77%    | 73%      | Close to average (non-sig)    | Not available  | Low - Stability    |

▶ [Chart](#)

### Disadvantaged pupils - Reading expected standard

| Year   | Cohort | School disadvantaged compared to national disadvantaged |          |                               | School disadvantaged compared to national non-disadvantaged |     |                | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|--------------------|
|        |        | School  | National | National distribution banding | National (non dis)  | Gap | Gap Trend      |                    |
| 3-year | 54     | 70%   | 62%      | Above (non-sig)               | 80%   | -9  | Not applicable | Not applicable     |
| 2025   | 17     | 76%   | 63%      | Above (non-sig)               | 81%   | -4  | Narrowing      | Low - Stability    |
| 2024   | 21     | 67%   | 62%      | Close to average (non-sig)    | 80%   | -13 | Widening       | -                  |
| 2023   | 16     | 69%   | 60%      | Close to average (non-sig)    | 78%   | -10 | Not available  | Low - Stability    |

Whilst we have a higher proportion of pupil premium pupils working above the national average year on year, we note that there is still a significant gap between the numbers achieving the expected levels in their reading compared with those who are non pupil premium.



Analysis of attainment trends demonstrates that, despite individual success stories, the overall gap remains persistent. At the end of the academic year, 2025, a higher proportion of PP pupils (31%) were working below age-related expectations at statutory and internal assessment points compared to that of 24% of non PP pupils working below ARE. It is worthwhile to note however, that of the 31% of PP (27/87) pupils working below ARE, 48% (13/27) of them have multiple vulnerabilities including SEND or EAL, some with vulnerabilities in all 3 areas (PP, EAL and SEND).

Analysis of pupil outcomes indicates that key barriers include lack of grapheme phoneme correspondence, lack of overall phonemic knowledge and lack of exposure to English if newly arrived.

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## Closing the gap with PP and maths

## Expected standard

### All pupils - Mathematics expected standard

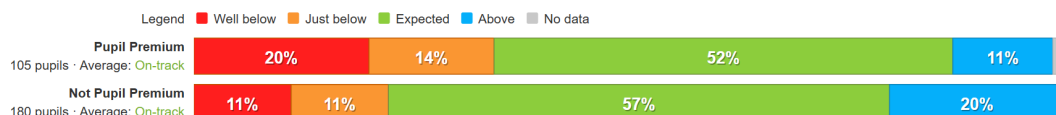
| Year   | Cohort | School | National | National distribution banding | Trend          | Year group context |
|--------|--------|--------|----------|-------------------------------|----------------|--------------------|
| 3-year | 151    | 82%    | 73%      | Above (sig+)                  | Not applicable | Not applicable     |
| 2025   | 42     | 86%    | 74%      | Above (non-sig)               | No sig change  | Low - Stability    |
| 2024   | 56     | 77%    | 73%      | Close to average (non-sig)    | No sig change  | -                  |
| 2023   | 53     | 85%    | 73%      | Above (non-sig)               | Not available  | Low - Stability    |

► [Chart](#)

### Disadvantaged pupils - Mathematics expected standard

| Year   | Cohort | School disadvantaged compared to national disadvantaged |          |                               | School disadvantaged compared to national non-disadvantaged |     |                | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|--------------------|
|        |        | School  | National | National distribution banding | National (non dis)  | Gap | Gap Trend      |                    |
| 3-year | 54     | 72%   | 60%      | Above (non-sig)               | 80%   | -7  | Not applicable | Not applicable     |
| 2025   | 17     | 82%   | 61%      | Above (non-sig)               | 80%   | 2   | Positive gap   | Low - Stability    |
| 2024   | 21     | 67%   | 59%      | Close to average (non-sig)    | 79%   | -13 | Widening       | -                  |
| 2023   | 16     | 69%   | 59%      | Close to average (non-sig)    | 79%   | -10 | Not available  | Low - Stability    |

### Maths



Analysis of all PP children identified EAL and SEND as additional factors contributing to underachievement in maths. Internal monitoring shows that the barriers underpinning these outcomes are linked to pupils' comprehension within worded reasoning tasks, particularly their use of vocabulary and their ability to process multi-step questions.

Outcomes over a three year trend, show that whilst our attainment for Pupil premium pupils in Maths are above that of National, there remains a difference between the school outcomes of Pupil premium compared to non-pupil premium, which still needs further diminishing.

Attainment outcomes from 2025 school data, shows that 34% (36/105) of PP pupils are working below ARE compared to 22% of non PP pupils. Of the 36 pupils working below ARE, 42% of them have multiple vulnerabilities including EAL. Further to this, 67%(36) of these pupils are SEND.

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**Monitoring and improving the floor standards**

## Expected standard

### All pupils - Reading, writing and mathematics expected standard

| Year   | Cohort | School | National | National distribution banding | Trend          | Year group context |
|--------|--------|--------|----------|-------------------------------|----------------|--------------------|
| 3-year | 151    | 66%    | 61%      | Close to average (non-sig)    | Not applicable | Not applicable     |
| 2025   | 42     | 74%    | 62%      | Above (non-sig)               | No sig change  | Low - Stability    |
| 2024   | 56     | 63%    | 61%      | Close to average (non-sig)    | No sig change  | -                  |
| 2023   | 53     | 64%    | 60%      | Close to average (non-sig)    | Not available  | Low - Stability    |

► [Chart](#)

### Disadvantaged pupils - Reading, writing and mathematics expected standard

| Year   | Cohort | School disadvantaged compared to national disadvantaged |          |                               | School disadvantaged compared to national non-disadvantaged |     |                | Year group context |
|--------|--------|---|----------|-------------------------------|---|-----|----------------|--------------------|
|        |        | School  | National | National distribution banding | National (non dis)  | Gap | Gap Trend      |                    |
| 3-year | 54     | 54%   | 46%      | Close to average (non-sig)    | 68%   | -14 | Not applicable | Not applicable     |
| 2025   | 17     | 76%   | 47%      | Above (sig+)                  | 69%   | 7   | Positive gap   | Low - Stability    |
| 2024   | 21     | 43%   | 46%      | Close to average (non-sig)    | 67%   | -25 | Widening       | -                  |
| 2023   | 16     | 44%   | 44%      | Close to average (non-sig)    | 66%   | -23 | Not available  | Low - Stability    |

Floor standards for 'All pupils' show that we are in line with, or better than, the floor standard outcomes for that of National outcomes. However, for our disadvantaged pupils the three year average shows that outcomes are improving. With a falling roll in numbers and high levels of mobility, the school has noted an increase in the percentage of PP pupils in each cohort, especially those with barriers impacting learning and progress including EAL, trauma including parental alienation, financial and housing insecurities .

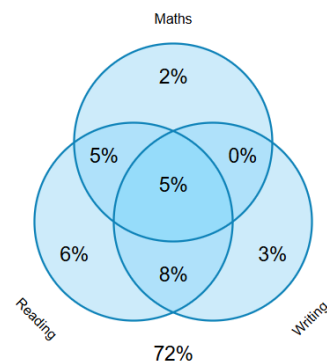
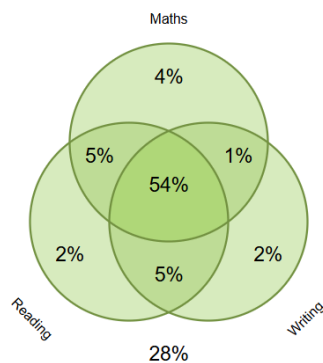
The internal data from whole school context below, shows that

## Combined attainment

Pupil Premium

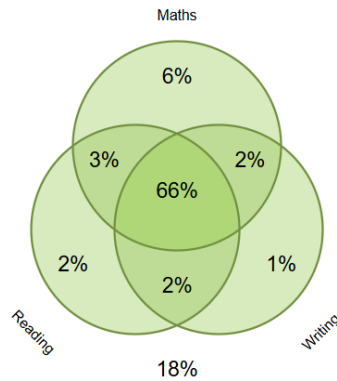
At/above expected

Above expected

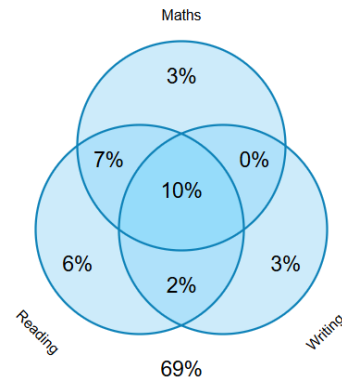


**Not Pupil Premium**

**At/above expected**



**Above expected**



**Monitoring of the floor standard**

Although in 2025 disadvantaged pupils achieved floor standard, the 3 year trend shows this is not always the case. We wish to continue to monitor this.

54% of PP pupils achieved expected levels for reading, writing and maths compared to 66% of non PP pupils. This is a gap we will continue to close through monitoring, planning and targeted intervention.

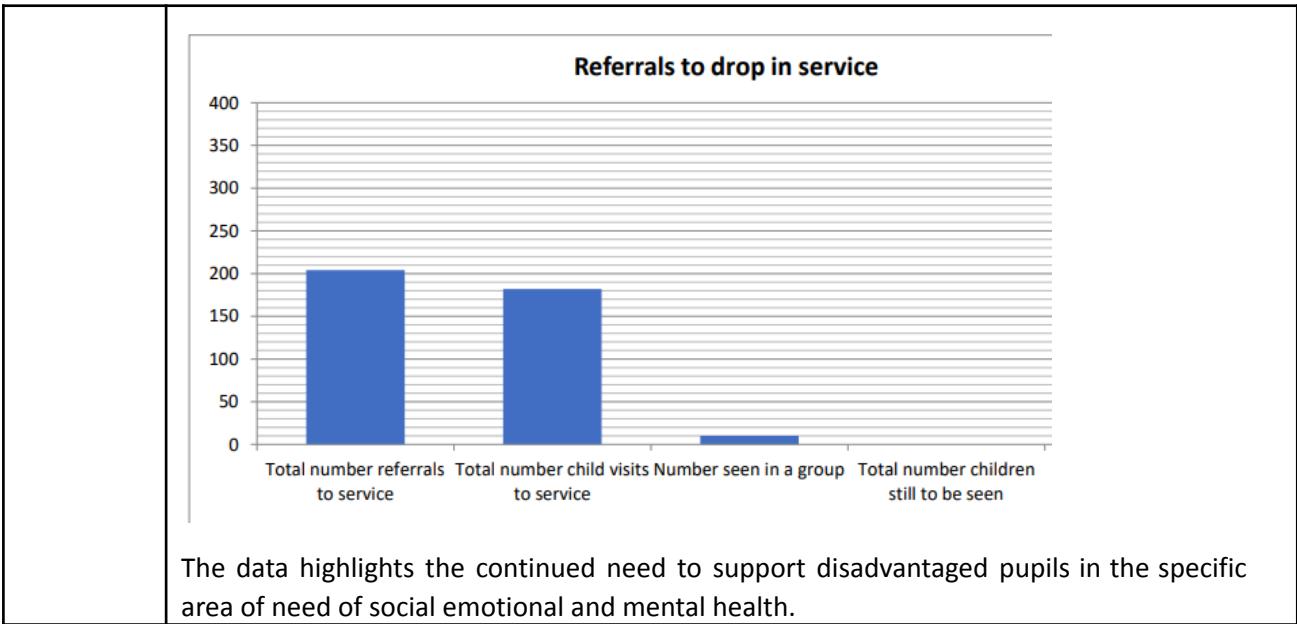
Looking at this data the school is also focussed on ensuring that there is an upward spiral in the floor standard for Reading, Writing and Maths for disadvantaged pupils.

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A high proportion of our disadvantaged children are impacted by multiple vulnerabilities and sometimes difficult living situations. Many have been affected by the cost of living, safeguarding concerns and/or are on a CIN or CP plan. This has resulted in many of these pupils **requiring additional and specialist support in social and emotional skills, pastoral care and opportunities to engage with enrichment activities**. The school works with the Harrow Schools Counselling Partnership (HSCP) to ensure we are able to meet as many of these needs as possible as we are that insecure home life has an impact on attainment and overall wellbeing.

The following data from HSCP, end of year reporting 2024-25, shows the comparisons between groups and the whole school census of how the counselling service is being accessed:

|                          |   |       |
|--------------------------|---|-------|
| Children eligible for PP | School census data                        | 35.8% |
|                          | % Children using drop in service (unique) | 23.1% |
| Children who speak EAL   | School census data                        | 50.7% |
|                          | % Children using drop in service (unique) | 28.2% |
| Children with a SEN      | School census data                        | 12.8% |
|                          | % Children using drop in service (unique) | 28.2% |



**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   |
|---|--|
| Achieve and sustain improved attendance for all pupils including our disadvantaged pupils | <ul style="list-style-type: none"> <li>Attendance officers will closely monitor class contexts to identify the quantity of Pupil Premium in each class. This will include noting how many of the pupil premium pupils have joined the school after Reception, and enable the school to further complete diagnosis assessment of core PP v non-core PP in relation to attendance, as we have noticed an increase in their category. This will help to track individual attendance.</li> <li>Data shows that the current Year 3-6 (2025) are target year groups for future tracking, this is due to these cohorts containing a higher percentage of pupil premium, ranging between 27-39%.</li> <li>Year 3 (class of 2025) will be closely tracked based on historic attendance figures from 2023, showing 89.5% compared to the national average of 94.5%.</li> </ul> |
| Reduce the level of persistent absence among pupil premium group and all pupils           | <ul style="list-style-type: none"> <li>Percentages will be further diminish</li> <li>Percentages will be in line with those non-PP, PA pupils.</li> <li>These percentages will also be in line or better than the national outcomes for this group.</li> <li>The attendance lead will continue to work closely families and the LA improve attendance, whilst also implement rigorous policy and practise whilst working</li> <li>Continue to work in a multi agency and targeted approach with attendance and/or pastoral plans put into place to support these pupils and families.</li> </ul>   |
| Close the attainment gap for disadvantaged pupils in reading                              | <ul style="list-style-type: none"> <li>By the end of KS2: PP reading attainment improves; with a target of 70% of PP pupils achieving ARE.</li> </ul>  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>● The percentage of PP v Non PP achieving ARE narrows, with a targeted range of a 5% difference.</li> <li>● Targeted provision to support pupil's written comprehension, this includes question analysis to explore which of the reading skills shows an area for development.</li> <li>● PP pupils who have EAL will continue to receive quality teaching in phonics and develop their reading fluency, assessments of verbal comprehension will support accurate teacher assessment with increased opportunity to discreetly teach written comprehension</li> <li>● Pupils continue to engage with the library and the love of reading is promoted as part of the whole school culture.</li> <li>● Continued CPD in Destination Reader for staff to ensure the high quality and inclusive teaching of reading.</li> <li>● Monitoring and close tracking of PP children in phonics. Continued CPD to ensure phonics teaching and learning remains at a high standard, this includes all staff from Nursery and across all Primary year groups, focused on ensuring that pupils beyond the age of Phonic screening are still reading with fluency and accuracy. The reading lead will monitor and track pupils' reading progress according to the book band allocated.</li> </ul> |
| Improved maths attainment for all pupils including disadvantaged pupils | <ul style="list-style-type: none"> <li>● End of KS2 data will demonstrate 70-75% of pupil premium pupils meeting the expected standard in Maths, with a specific focus on the continued development of mathematical vocabulary, especially those with EAL, continued fostering of logical thinking, problem solving and critical evaluation. This will be through the use of scaffolding, modelling, open-ended questioning, peer discussion and collaboration, focusing on 'how to think' through reasoning problems.</li> <li>● There will be a diminished difference between attainment outcomes of non -PP v PP pupils, with an aimed difference within the range of 5-10%</li> <li>● The Curriculum timetable builds in daily arithmetic opportunities to ensure a solid foundation in number fluency.</li> <li>● Continued CPD for staff on adaptive teaching to meet the needs of all learners, especially those pupils with EAL.</li> </ul>  |
| Improved floor standard across reading, writing and maths               | <ul style="list-style-type: none"> <li>● We aim for 55-60% of pupil premium pupils to meet the floor standard. Cohorts will be monitored against specific outcomes and specific pupils will be targeted to ensure accelerated progress.</li> <li>● Close tracking of pupils outcomes across subjects, specifically pupils not attaining ARE in one area. Completion of gap analysis tasks and planned targeted provision will address any misconceptions through quality first teaching and interventions e.g: Precision Teaching.</li> <li>● In KS1 we will aim for 50% of pupils to achieve the floor standard based on both teacher and formal test assessments. Pupils will continue to broaden their vocabulary range and develop an increased understanding of written comprehension in both reading of texts and within their mathematical reasoning questions.</li> <li>● Leaders will regularly monitor the design of the English curriculum in line with the Writing Framework. Curriculum timetable will</li> </ul>   |

|   |  |
|---|--|
|   | <p>include discrete SPaG lessons, and lesson jumpstarts will embed concepts throughout the remainder of the week.</p> <ul style="list-style-type: none"> <li>● The School Development Plan will include an objective linked to promotion of Oracy and opportunity for rehearsal and public speaking.</li> </ul>  |
| <p>Continue to promote wellbeing and enrichment and the development of pastoral care for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>● Continue strong working relationships with external professionals and the development of internal counselling and pastoral support. All stakeholders contribute to the monitoring of pupils accessing services and the evaluation of the offer available.</li> </ul> |

## 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: £78,118

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Developing high quality teaching, assessment and curriculum using an adaptive teaching approach</b></p>   | <p>Ensuring there is an adaptive teaching approach in all the classrooms provides opportunities for all pupils to experience success by:</p> <ul style="list-style-type: none"> <li>● Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</li> <li>● Balancing input of new content so that pupils master important concepts.</li> <li>● Managing cognitive load through chunking of information and direct instruction</li> <li>● Making effective use of teaching assistants.</li> </ul> <p>(<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</a>)</p>  | <p>1,2,3,4,5,</p>             |
| <p><b>Improved maths attainment for all pupils including disadvantaged pupils</b></p> <p><b>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will continue to invest in the development of maths subject knowledge for teachers.</b></p> | <p>A combination of high-quality teaching, targeted support, and strong relationships with families support good attainment in maths. Effective strategies include:</p> <ul style="list-style-type: none"> <li>● Using precise diagnostic assessment to identify gaps early and tailoring interventions—such as small-group teaching, pre-teaching key concepts, and structured maths tutoring—to address those needs.</li> <li>● Embedding metacognitive approaches helps pupils develop independence and resilience in problem-solving, while high expectations and clear models support their confidence.</li> <li>● Ensuring access to rich mathematical language, manipulatives, and well-scaffolded reasoning tasks can help close conceptual gaps.</li> <li>● Additionally, fostering strong home–school partnerships—through clear communication, accessible maths resources, open mornings for parents and regular subject leader-led workshops—reinforces learning beyond the classroom, creating a consistent and supportive environment that boosts attainment.</li> </ul> | <p>1,4,5</p>                  |

|  |  |                |
|--|--|----------------|
|  | <ul style="list-style-type: none"> <li>• Our strategy is based on the premise that the more pupils experience the feeling of greater <b>self efficacy</b> in subjects that they previously found challenging, the more they will want to learn and feel successful and be in school.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>  |                |
| <p><b>Support pupils to develop fluent reading and confident comprehension skills</b></p>  | <p>Improving reading attainment for pupil premium pupils in primary school requires a systematic approach that combines high-quality classroom teaching with targeted, evidence-informed support. We will develop pupils’ fluency and comprehension through:</p> <ul style="list-style-type: none"> <li>• High-quality Destination Reader lessons which use high quality texts, higher order thinking questions, explicit teaching of ‘P-E-E’: <i>point, evidence explain</i> and explicit modelling of reading and active listening skills.</li> <li>• guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and</li> <li>• Use of enrichment days and trips to promote a love of reading eg: Visit to local library, inviting significant individuals in to promote oracy, poetry e.g and where possible make links to significant events in the school calendar e.g Black History Month</li> <li>• Use of the school library and librarians to promote reading for pleasure</li> <li>• End of day story time, whereby adults read aloud to pupils, allows them to hear fluent reading and intonations.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">(<a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>)</a></p> | <p>1, 3, 5</p> |
| <p><b>Continue to fully resource our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils with extended teacher training.</b></p> | <p>“In the early years, there is evidence that early literacy programmes that include activities related to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components.”</p> <p><a href="https://educationendowmentfoundation.org.uk/early-year/literacy/the-importance-of-reading-in-early-years-education">(<a href="https://educationendowmentfoundation.org.uk/early-year/literacy/the-importance-of-reading-in-early-years-education">https://educationendowmentfoundation.org.uk/early-year/literacy/the-importance-of-reading-in-early-years-education</a>)</a></p> <p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>   | <p>2,3,4</p>   |

|  |   |          |
|--|---|----------|
|  | <p>Twinkl Phonics is the accredited scheme that is used. Extended training to include all KS2 staff has been organised to support older EAL pupils arriving at the school and to ensure strategies outlined in the DfE Reading Framework in regards to helping KS2 children with spelling and decoding are adhered to. Ongoing evaluations of our DfE accredited phonic scheme will be based on available research and evidence and the needs of our school demographics.</p>   |          |
| <p><b>Continue to promote wellbeing and enrichment and the development of pastoral care for all pupils in our school, particularly our disadvantaged pupils.</b></p> | <p>Improving the social, emotional and mental health (SEMH) skills of all pupils, including disadvantaged pupils, requires a nurturing, whole-school approach that prioritises wellbeing alongside academic progress. We will continue to develop this through:</p> <ul style="list-style-type: none"> <li>● High-quality pastoral support—such as regular check-ins, mentoring, counselling and access to trusted adults as this helps pupils feel safe, valued and ready to learn.</li> <li>● Continued investment in the training of the school ELSA who is released for a day a week for targeted intervention (£500)</li> <li>● Explicit teaching of emotional literacy, self-regulation and resilience through structured programmes such as the NHS Central and North West London ‘Brain Buddies’ programmes or whole-class PSHE lessons which equip pupils with the skills to manage their feelings and build positive relationships.</li> <li>● Use of enrichment days/weeks, themes and workshops to promote wellbeing and healthy minds and bodies e.g., the school invests time and resources into a themed week for Children’s Mental Health Week every year.</li> <li>● Continued CPD for staff to ensure that they understand the importance of creating predictable routines, calm learning environments and clear behaviour expectations as all of this further supports pupils who may experience instability outside school.</li> <li>● Targeted interventions, such as small-group nurture provision or specialist support, ensure pupils with greater needs receive tailored help.</li> <li>● Continued use of coffee mornings and parent workshops with the SENCO and external professionals eg, Early Help practitioner. We understand that strong partnerships with families and external agencies reinforce consistent support.</li> </ul> | <p>6</p> |

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

Budgeted cost: £40,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Additional reading sessions targeted at disadvantaged pupils (1:1) who require further support in reading</b></p>               | <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>)</a></p> | <p>3</p>                      |
| <p><b>Targeted small group tuition to be implemented where needed based on identified needs</b></p>                                   | <p>Specific needs and gaps targeted regularly can be an effective method for supporting low attaining pupils. Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>)</a></p>  | <p>3, 4, 5</p>                |
| <p><b>Additional phonics sessions targeted at disadvantaged and non-disadvantaged pupils who require further phonics support.</b></p> | <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>)</a></p>                             | <p>2, 3, 4</p>                |
| <p><b>Technology accessible in each classroom to support all pupils with a focus on disadvantaged pupils</b></p>                      | <p><i>'Technology has the potential to enhance the way in which teachers explain and model.'</i></p> <p><i>'Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.'</i></p> <p><i>(EEF Digital Guidance Report, 2021)</i></p> <p>We will work with focus groups and implement strategies, software programmes and platforms and the use of AI, to empower pupils to overcome learning barriers.</p>   | <p>2, 3, 4</p>                |
| <p><b>Research informed training for support</b></p>  | <p>The evidence shows that teaching assistants can support pupils effectively through structured</p>  | <p>3, 4, 5, 6</p>             |

|  |  |  |
|--|--|--|
| <p><b>staff throughout the academic year</b></p> | <p>interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.</p> <p>We will deliver research-driven, high quality CPD for our support staff to allow them to support teachers in closing gaps for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>)</a></p> |  |
|--|--|--|

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

Budgeted cost: £28,250

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Provide integrated and systematic pastoral support and develop Social and Emotional Learning skills of our Pupil Premium pupils through dedicated pastoral support manager</b></p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>)</a></p> | <p>1, 5</p>                   |
| <p><b>Psycho education / emotional literacy support</b></p> <p><b>1x ELSA in school</b></p> <p><b>Forest School lead</b></p>   | <p>1:1 and small group emotional literacy input from the Emotional Literacy Support Assistant.</p> <p>ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.</p> <p>Appointment of a forest school leader.</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>   | <p>6</p>                      |

|  |   |            |
|--|---|------------|
| <p><b>Evaluation and Embedding principles of good practice for attendance from across the partnership of schools</b></p>   | <p>We will continue to improve attendance in school using the EEF guidance. Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>)</a></p> <p>This will involve release time for a Senior Leader who will lead on attendance and develop and implement any new procedures to improve attendance.</p> | <p>1,2</p> |
| <p><b>Whole staff training on behaviour management and self-regulation approaches with the aim of developing our school ethos and improving behaviour across school.</b></p> | <p>Both targeted interventions and universal approaches have positive overall effects. We will use a combination of behaviour approaches to reduce low-level disruption and provide tailored support where required. School behaviour policies are evidence based in identifying approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">(<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>)</a></p>  | <p>1,5</p> |
| <p><b>Contingency fund for acute issues.</b></p>   | <p>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.</p>   | <p>All</p> |

**Total budgeted cost: £146,868**

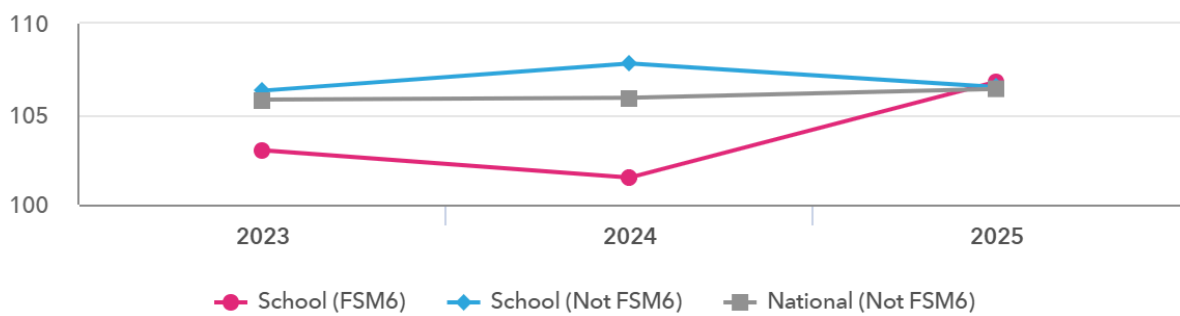
## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

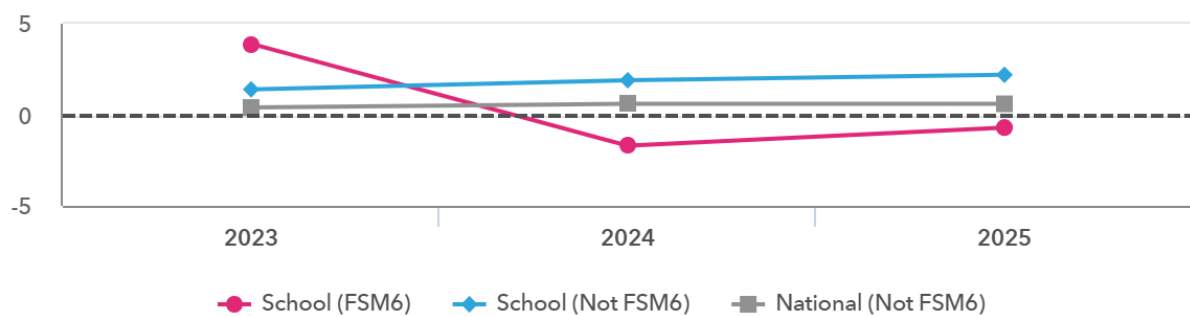
#### KS2 attainment for disadvantaged pupils 2025

##### Average Scaled Score (Re, Ma)



#### KS2 progress for disadvantaged pupils 2025

##### Average Scaled Score (Re, Ma)



## Attainment & progress

| Pupils               |                  | Attainment |          |                               |          |       | Progress                      |          |       |
|----------------------|------------------|------------|----------|-------------------------------|----------|-------|-------------------------------|----------|-------|
|                      |                  | FSM6       | Not FSM6 | Average Scaled Score (Re, Ma) |          |       | Average Scaled Score (Re, Ma) |          |       |
|                      |                  | FSM6       | Not FSM6 | FSM6                          | Not FSM6 | Gap   | FSM6                          | Not FSM6 | Gap   |
| Summary              | All Pupils       | 16         | 23       | 106.8                         | 106.5    | 0.3   | -0.7                          | 2.2      | -2.9  |
| Gender               | Male             | 7          | 13       | 105                           | 106.4    | -1.4  | -3.4                          | 0.7      | -4.1  |
|                      | Female           | 9          | 10       | 108.2                         | 106.6    | 1.6   | 2                             | 4        | -2    |
| DFE Prior Attainment | Higher attainers | 11         | 10       | 109.7                         | 109.8    | -0.1  | 0.1                           | 0.5      | -0.4  |
|                      | Middle attainers | 2          | 3        | 106.5                         | 109.5    | -3    | 1.8                           | 3.5      | -1.7  |
|                      | Lower attainers  | 1          | 5        | 87                            | 103.4    | -16.4 | -14.5                         | 4.6      | -19.1 |
| SEN Group            | SEN Support      | -          | 3        | -                             | 100.3    | -     | -                             | -4.5     | -     |
|                      | EHC Plan         | 1          | 1        | 87                            | 93.5     | -6.5  | -14.5                         | -5.6     | -8.9  |
|                      | No SEN           | 15         | 19       | 108.1                         | 108.1    | 0     | 0.4                           | 3.6      | -3.2  |
| Ethnic Group         | White            | 7          | 8        | 107.9                         | 103.2    | 4.7   | -1                            | 2.1      | -3.1  |
|                      | Not White        | 9          | 15       | 105.9                         | 108.2    | -2.3  | -0.5                          | 2.2      | -2.7  |

## 2025 Outcomes - IDSR

### Pupil Group Performance

#### Disadvantaged (FSM6) – Exceptional attainment

This shows that performance of our Disadvantaged groups were significantly above that of National in 2025.

| Area         | School 2025 | National FSM6 |
|--------------|-------------|---------------|
| RWM Combined | <b>76%</b>  | 47%           |
| Reading      | <b>76%</b>  | 63%           |
| Writing      | <b>76%</b>  | 59%           |
| Maths        | <b>82%</b>  | 61%           |


Disadvantaged pupils **outperformed national disadvantaged AND national non-disadvantaged.**

In Reading and Maths, our disadvantaged outcomes were inline with those of our non-disadvantaged pupils, in Writing, above non-disadvantaged,

### Attendance

#### Persistent Absence

| Group      | School 2025  | National | Banding                             |
|------------|--------------|----------|-------------------------------------|
| All pupils | <b>16.5%</b> | 14.3%    | Close to average                    |
| FSM6       | <b>29.0%</b> | 24.4%    | Close to average                    |
| SEN        | 10.7%        | 22.6%    | <b>Below (better than national)</b> |

 **FSM6 attendance is the key vulnerability.**

Whilst we had excellent outcomes for our Pupil Premium Children this year the sustainability of disadvantaged outcomes is a key area of risk. As we are a small school with some small cohorts we need to secure consistency in outcomes for children by identifying at-risk year groups and putting interventions in place.

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | <ul style="list-style-type: none"> <li>● A Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children</li> <li>● Close working with the Army Welfare Service who provided a 7 week intervention programme for Service PP children. This was a wellbeing group supporting Forces Families with the challenges and impact that being part of a Forces family can have on a child and their families. The sessions were designed to help children look at their feelings, challenges and changes involved in being part of a Forces family.</li> <li>● Military Child Celebration day held at St John's in July 2025.</li> <li>● Coffee mornings led by the SENCO for Service PP families</li> <li>● Training for staff on the difficulties faced by service children.</li> <li>● Time spent with children moving into and out of the school due to re-deployment</li> <li>● Improved communication with parents</li> <li>● Developing links with local bases and service organisations</li> </ul> |
| What was the impact of that spending on service pupil premium eligible pupils? | <ul style="list-style-type: none"> <li>● Families are quickly able to establish a community and join networks</li> <li>● Staff are more understanding and able to empathise with service children and the difficulties they face.</li> <li>● Children were able to settle well into school and when leaving the school time was able to be given to help them transition and prepare them for their new school. Children were then able to leave happily knowing where they were going.</li> <li>● Parents are better able to help their child settle into the school as they have improved communication and contact with Parent Support Worker</li> <li>● Improved training opportunities and access to additional funding for the families from better contacts within the services.</li> </ul>  |

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising available CPD to support the development of our Mental Health provision. The training will focus on the needs identified by discussion with professionals: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils.