

Pupil premium strategy plan

St John and St James C of E Primary School

This statement details our school's use of Pupil Premium funding for the 2025-2026 academic year 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 the school.

School overview

Detail	Data
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Patricia Cuncarr, Head teacher
Pupil premium lead	Jo Nagle Deputy Head
Governor / Trustee lead	Stephen McAteer, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,105
Total budget for this academic year	£160,105

Part A: Pupil premium strategy plan

Statement of intent

Part A: At St John and St James C of E Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

Additionally, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker as well as young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Provide an engaging curriculum to motivate pupils and close the gaps for disadvantaged children
- Subsidise the costs for enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition and workshops
- Acquisition of staff, resources or services to provide the above.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and their ability to access learning across the KS2 curriculum.
3	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils.
4	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise in our wider curriculum and make teaching fully inclusive. to respond to the needs of all our pupils. Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community.
5	Observations and discussions with pupils and families have identified limited cultural capital and a need to engage families from all communities.
6	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional need in pupils, financial hardship, safeguarding issues, housing issues and low parental engagement disproportionately affect disadvantaged pupils in accessing their learning.
7	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires bespoke staff training and pedagogical approaches to ensure achievement for all pupils.
8	Close monitoring of attendance data and end of Key Stage outcomes shows that improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue.

Intended outcomes

This explains the outcomes we are aiming for (and updates on progress) **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1:</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Challenge 2 – 3</p> <p>Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p>	<p>Termly progress and attainment monitoring shows diminishing differences between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2024-25.</p>
<p>Challenge 4</p> <p>Provide and embed a bespoke curriculum and a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.</p>	<p>Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.</p> <p>CPD, coaching and SEND support in place for Curriculum.</p>
<p>Challenge 5</p> <p>Improve engagement and communication with diverse communities</p>	<p>Provide opportunities for engaging families through coffee mornings and curriculum information meetings.</p>
<p>Challenge 6</p> <p>Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations • a reduction of incidents on My Concern linked to mental health.</p>
<p>Challenge 7</p> <p>Success for pupils with SEND</p>	<p>Individual assessment, where needed, shows progress against personal targets. Observations and attainment monitoring show a decreasing number of pupils working 'below' their year group ARE. Pupils with SEND make good progress from their starting points.</p>

Challenge 8 Improve attendance levels and reduce the number of PAs.	A reduction in the number of PAs and improved attendance to 95% or above.
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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: **£82,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of The NELI Programme, (Nuffield Early Language Intervention) for children in Reception. Additional hours for Support Staff to deliver 1-1 tuition for RWI	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 7
Phonics Lead Embed Read, Write, Inc phonics programme. Training for support staff and support days for DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 and 3

<p>Continued engagement with the Accelerated Reader Programme to support those reading below ARE across KS2.</p> <p>Text Savvy Programme; release of two leaders and new core texts.</p> <p>Encourage a love of reading and engagement in the school library.</p> <p>Small reading groups 5 days a week to support accelerated progress from starting points.</p> <p>Resources & staff training.</p>	<p>On average, reading comprehension approaches deliver additional 6 months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective but not overwhelming challenge.</p>	<p>1, 2 and 7</p>
<p>Maths White Rose training, resources and materials. Times Tables Rockstars resource</p> <p>ECP (Edmonton Community Partnership) funding to deliver additional learning opportunities outside of the school day and in smaller groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Provide opportunities to support children's mental health and wellbeing.</p> <p>Provision of dedicated School Counsellor and training for staff to support them in meeting the social and emotional needs of pupils.</p> <p>Anthro Wellbeing Ambassador Group.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6</p>

<p>Subsidise payments for school trips N-Y6 and subsidised before and after school clubs.</p>	<p>All children will have access to a broad and balanced curriculum with cultural opportunities. Provide the working parents of disadvantaged children with childcare support before and after school.</p>	<p>4</p>
<p>Subsidised residential offer for Y5.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdooradventure-learning</p>	<p>4</p>

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

Budgeted cost: £32,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA/LSA support in Reception, Key Stage One</p> <p>Long term supply LSA x 2 in Reception/KS1, additional TA in Year One, additional long-term supply TA in Year 2; proportion of cost from PP allocation.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and in an after-school club.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 3
<p>Year 6 Booster classes and intervention</p>	<p>Support for Year 6 pupils with gaps in learning to enable them to access the Year 6 curriculum and meet the end of Key Stage outcomes.</p>	2, 3
<p>KS1 Nurture Group to support children with attachment and social emotional needs.</p>	<p>Attachment needs are a barrier to children being able to access learning. Children with attachment needs are often unable to regulate. Close attachments and strong relationships in a smaller setting with trained practitioners supports better mental health and learning.</p>	1, 5
<p>OPAL playgrounds to improve the quality of playtime.</p>	<p>Encourage children to have more physical activity, develop social and emotional skills, learn to manage risk, and have more fun by using a wide variety of natural and man-made resources during breaks, to improve student well-being, reduce playtime disputes, and help children be happier and more engaged.</p>	4, 6

CPD for Staff: HEP Training for Subject Leaders ETipps Training Individual and group coaching for teachers	High quality staff development is essential in improving and maintaining standards of teaching and learning.	All
Purchase of a selection of new and inspiring books for the school library	New and appropriate reading books will encourage children to enjoy reading. Books will be able to be borrowed and taken home to ensure that all children have access to high quality texts.	2, 3

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

Budgeted cost: **£46,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school. (E-Tipps Trauma CPD, EASA, Nurture, Teacher of the Deaf and Speech and Language)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	All
School Counsellor to support children with social emotional needs, to lead and secure play therapists and other professionals to meet the needs of all pupils.	School councillors significantly support pupil wellbeing by providing a safe, confidential space for pupils to discuss challenges, helping them to build resilience, and reduce psychological distress. Evidence shows this support leads to improved self-esteem, better achievement of personal goals and helps tackle barriers to learning.	5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Regular attendance officer meetings with EWO and parents supported by SLT. Regular coffee mornings.</p>	7
<p>Boxall Profile Online assessment tool for social, emotional and behavioural difficulties. Training for all staff and cost of online platform.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationonendowmentfoundation.org.uk)</p>	1, 3
<p>Contingency fund for acute issues.</p> <p>Uniform resource providing free new or second-hand uniform.</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>	5

Total budgeted cost: £160,105

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- KS2 outcomes in reading, 24/25 show that 82.4% of pupils met the expected standard in reading compared to 84% of disadvantaged pupils. 32% of disadvantaged pupils secured the higher standard compared to 31.4% of non-disadvantaged.
- KS2 outcomes in maths, 24/25 show that 72.5% of pupils met the expected standard in maths with 68% of disadvantaged pupils achieving the expected standard. This gap has narrowed by 3.9 points from the previous year and we are confident that the recently adopted White Rose Maths Scheme will continue to improve the quality of teaching, learning and outcomes in maths going forward.
- KS2 outcomes in writing, 24/25 show that 74.5% of pupils met the expected standard in writing compared with 68% of disadvantaged pupils. However the gap between disadvantaged and non-disadvantaged pupils who met the higher standard widened by 13%.
- KS2 results for RWM combined were 64.7% of all pupils and 56% of disadvantaged pupils and this remains an area for focus and improvement.
- Our results in the MTC (a statutory times tables assessment) taken by Year 4 overall were well above national. 27% of both disadvantaged and non-disadvantaged pupils scored full marks in the test

- Y1 Phonics: Phonics results overall improved from 66.7% in 23/24 to 73.3% in 24/25 with a negligible gap (1%) for average points score for the two groups.
- Attendance: The gap between disadvantaged pupils and non-disadvantaged pupils narrowed with 94% for non-disadvantaged and 93.1% for disadvantaged pupils. However, the gap widened for PAs with non-disadvantaged at 18.85% and disadvantaged at 22.12%.

