Pupil Premium Strategy Statement
St John's Primary Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	25/26 – 28/29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027 (annually)
Statement authorised by	Emma Jefferson
Pupil premium lead	Emma Jefferson
Governor / Trustee lead	Daniel Willars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,870
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£95,870

Part A: Pupil premium strategy plan

Statement of intent

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes. The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

*Effective senior leadership and governance

*Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage

*The Trust Professional Learning Programme is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils. The strategy is integral to the whole-academy plans for education recovery.

At St John's Primary Academy expectations of academic and personal success exist for all children and match those of the Trust. It is vital that the same objectives exist for all children. This is at the heart of our mission and ethos 'championing children.'

These are:

* Children develop the skills to be a life-long learners enabling them to be successful in the next stages of their education and the confidence to become citizens of the world.

* Children understand what it means to contribute to the success of a community. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility.

*Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful.

*Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts.

The funding we receive for disadvantaged pupils is used to ensure that those children in receipt of funding are able to achieve as well as their peers. The funding is used specifically for:-

*Targeted academic support especially with acquisition of foundational knowledge by the end of KS1.

*Experiences – ensuring that there is an equity in the acquisition of cultural capital.

*Enhancement – music and sporting achievements

*Attendance support – ensuring that attendance and punctuality is not a barrier for learning.

*Pastoral support – meeting the social and emotional needs of pupils so they are able to learn.

Similarly, the experience of all children is rooted in common principles:-

* Experience should be equitable, fair and open to all pupils.

*Interventions should be equitable, fair and open to all children.

*Parental values or capacity should not act as a barrier to the ambition of any child.

Challenges

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

Challenge number	Detail of challenge
1	**Early Language Development** Our assessments and internal observations over the last 2-3 years indicate that many pupils are starting school not having met the expected milestones for language development. This then makes it more difficult for pupils to communicate effectively in different social interactions. These challenges particularly affect disadvantaged pupils.
2	**Reading attainment** Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is especially the case in KS1 and indicates that early reading is generally more of a difficulty for our disadvantaged pupils than our non-disadvantaged pupils.
3	**Writing attainment** Assessments and observations identify that disadvantaged pupils generally have greater difficulties with writing than their peers. This starts in EY and KS1 and indicates that early writing, especially transcription skills, are a barrier more for disadvantaged pupils than their non-disadvantaged peers. The gap narrows but remains significant to the end of KS2.
4	**Social and Emotional Needs / Behaviour** Our assessments, observations, discussions with pupils and families and referrals for support have identified social and emotional issues for many pupils and their families. These issues are particularly affecting disadvantaged pupils with 40% accessing individual or small group interventions with the ELSA in 25/26.
5	**Cultural capital** Discussions with parents and pupils and the rising cost of living evidence that enrichment and wider curricular opportunities are less accessible for disadvantaged pupils.
6	**Attendance** Our attendance data indicates that attendance among disadvantaged pupils has been between between 4-6% lower than for non disadvantaged pupils. In 25/26 there was a difference of 4.9%. In 25/26, of our pupils who were persistently absent, 50% of these were disadvantaged.
7	**Equity in Health and Wellbeing** Our observations and discussions with families and pupils indicate that support for families with overall health and wellbeing is more needed for disadvantaged pupils. This support includes implementing routines and managing external, wider issues that being from a low socio-economic background may bring. In 25/26 40% of disadvantaged pupils' families had early help assessments completed with TACs and other multi-agency approaches collaborating with support

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils	KS1 writing outcomes in 2027/28 show that attainment in reading for disadvantaged pupils is in line with their non-disadvantaged peers. More than 80% of disadvantaged pupils will achieve the expected standard in reading.
Improved writing attainment among disadvantaged pupils	KS2 writing outcomes in 2027/28 show that attainment in writing for disadvantaged pupils is in line with their non-disadvantaged peers and at least in line with the national average.
Improved emotional literacy and social interactions amongst disadvantaged pupils.	Observations and evidence from ELSA and pastoral teams show improved levels of social and emotional development. A strong sense of belonging and restorative practice reduces the number of behaviour incidents of all pupils including those from disadvantaged backgrounds.
All children have access to opportunities which develop cultural capital.	Disadvantaged pupils experience opportunities that provide cultural capital including:- *taking part in clubs *music tuition *sports activities *educational visits and workshops *residential visits
Sustained improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2027/28 demonstrated by:- *percentage of all pupils who ae persistently absent being below 8% and the figure among disadvantaged pupils being no more than 5% lower than their peers. *overall attendance of disadvantaged pupils to be in line with the attendance of their non disadvantaged peers.
Health, wellbeing and low socio-economic status are not barriers to learning.	Staffing capacity ensures that all families, especially those from disadvantaged backgrounds, are supported to access the right support and appropriate signposting is in place for mental health support and wellbeing. Families respond well to offers of support and the early help assessment process allows positive partnerships and working between school and home to benefit pupils' ability to thrive in school.

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. Identifying our approaches has been completed using the 'menu of approaches' as evidenced in the EEF and by DFE.

Teaching

Budgeted cost: £43,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop pedagogy through use of the walkthrus and the Great Teaching Toolkit – *staff CPD focusing on quality first teaching*	Strand 1 – the importance of quality first teaching and the positive impact CPD has upon the outcomes of all children.	1,2,3
Develop clear assessment and tracking systems linked to transcription skills in EY / KS1 to identify pupils needing further support. Fund teacher release time to monitor implementation and impact and deliver TA CPD session on how best to support pupil progress in writing.	There is a strong evidence base that acquiring strong transcription skills in EY/KS1 reduces cognitive load when pupils are then required to compose. This will lead to high quality outcomes. DfE's writing framework EEF Improving Literacy in KS1 EEF deployment of teaching assistants report recommends deploying Tas to scaffold learning and develop pupils' independence and ensure staff are trained well enough on how to best support learners in the classroom	3
Develop the skills and expertise of staff through engagement in the Trust Professional Learning Programme	Our Trust professional learning, lodged in our Maximising Learning Programme, focusses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational frameworks to enable effective implementation. Frameworks are based on current educational research.	1,2,3
Develop a whole school approach to oracy to	Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -... | EEF	1,4

develop communication and language skills.	Research shows that explicit, structured oracy approaches in primary schools significantly boost academic attainment, vocabulary development, and social-emotional skills	

Targeted academic support

Budgeted cost: £12,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide phonics intervention to ensure all children become successful readers. (Little wandle intervention)	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. Phonics | EEF	2
Provide fluency intervention for the first 20% of readers in KS2 (HfL)	Use high quality interventions EEF Improving Literacy guidance Fluency | EEF	2
Provide intervention designed to support pupils to acquire the foundational knowledge needed by the end of KS1 including the use of NELI in EYFS	Targeted Academic Support – EEF PP guidance Small group tuition | EEF Nuffield Early Language Intervention | EEF	1,2,3

Wider strategies

Budgeted cost: £43,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
SupporT pupils' social, emotional and behavioural needs through pastoral intervenions delivered by an ELSA.	Improving Social and Emotional Learning in Primary Schools | EEF 3. Wider strategies | EEF	4
Implementation of a 'behaviour curriculum' including a rewards and	EEF Improving Behaviour in Schools	4

recognition system for houses, fostering a sense of belonging and responsibility. Training to all St John's staff on the principles of restorative practice.	There is a strong evidence base that teaching learning behaviours will reduce the need to manage misbehaviour. Every pupil should have a supportive relationship with a member of school staff. Reward systems can be effective when part of a broader classroom management strategy.	
Monitor attendance and support families at the earliest opportunity through use of a family support worker.	Build a holistic understanding of pupils and families, and diagnose specific needs. Communicate effectively with families. Supporting attendance | EEF Working together to improve school attendance - GOV.UK	6
Subsidise extra curricular activities, school trips, music lessons etc. by 50% for disadvantaged pupils.	3. Wider strategies | EEF	5
Support for families through early help assessments and signposting to external agencies	3. Wider strategies | EEF Working with Parents to Support Children's Learning | EEF	7

Total budgeted cost: £99,068

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 2025 to 2026 academic year.

Year 6						
Curriculum area	**% at EXS or above**			**% at GDS**		
	St John's	National Average	St John's PP	St John's	National Average	St John's PP
R	77%	75%	60%	32%		30%
W	70%	73%	50%	8%		0%
M	75%	75%	60%	19%		10%
GAPS	79%	74%	70%	30%		20%
RWM	58%	63%	40%	2%		0%
***Based on 10 PP children in cohort**						

Phonics

In 25/26 – 96% of Year 1 pupils passed the phonics screening check. Of the 6 children in the cohort eligible for pupil premium – 4 of them passed the PSC (67%) This is in line with the previous year.

Reading

End of KS2 reading outcomes were in line with national averages for all pupils with 60% disadvantaged pupils achieving the expected standard and 30% achieving greater depth. This confirms that the gaps between disadvantaged pupils and their non disadvantaged peers are closing before the end of KS2 because of the interventions and high-quality teaching pupils receive throughout the school, however there is still progress to be made to ensure the gap is closed further.

Writing

50% of disadvantaged pupils achieved the expected standard in writing at the end of KS2. There is still a gap to their non-disadvantaged peers hence the need for more writing support to be part of the PP strategy, especially as the gaps are wider in KS1.

Attendance

Attendance of disadvantaged pupils in 25/26 was 92.2% - a small increase from the previous year. There is still some further targeted support needed as out of the pupils persistently absent in 25/26 – 50% of these pupils are disadvantaged.

Social and Emotional Needs

ELSA pastoral sessions happen every afternoon with qualitative data including parent and pupil voice demonstrating a positive impact.

40% of disadvantaged pupils at St John's accessed support with focuses ranging from positive play skills, negotiating with peers, self-esteem and transition support.

School Readiness

87% of the EY cohort in 25/26 achieved GLD, an increase from 69% the year before. 67% (2/3) of disadvantaged pupils achieved a GLD indicating that the EY environment, curriculum and provision is supporting children to achieve high quality outcomes.

Enrichment and Cultural Capital

96% of the Year 6 cohort attended residential and 100% of the disadvantaged pupils attended.

All pupils benefitted from the planned enrichment experiences including workshops, trips and visitor talks in school.