

Pupil Premium Strategy Statement

St John's C of E Danbury 2025-2026

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

The report outlines our general pupil premium strategy for the academic year 2025-2026

The report covers 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. All the funding and interventions below are based on current funding and details and will be reviewed annually.

School overview

Detail	Data
School name	St John's C of E Primary Danbury
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	34/217 = 15.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Toby Power Acting Headteacher
Pupil Premium Lead	Lauren Youles
Governor / Trustee lead	Stuart Bird Lead governor for PPG

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£69,240
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£4,580
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,820

Part A: Pupil premium strategy plan

Statement of intent

At St John's C of E Primary School, we believe that no child's future should be determined by their socio-economic background. Financial hardship should never be a barrier to success. Our use of the Pupil Premium Grant reflects our commitment to ensuring every child has high aspirations, equal opportunities and the tools they need to thrive.

Guided by our school vision: learn together, achieve together, celebrate together and **"Let Your Light Shine"**, we are driven by the conviction that all children—regardless of background or challenge—can achieve excellence. We nurture pupils to become confident, responsible and compassionate individuals who use their God-given talents to make a positive contribution to our school, community and the wider world.

Our Pupil Premium strategy is based on robust assessment and personalised support. We aim to:

- Provide ambitious, high-quality teaching that challenges and inspires all pupils.
- Act early to identify and remove barriers to learning.
- Cultivate a whole-school ethos of high expectations and collective responsibility.
- Raise the attainment and progress of disadvantaged pupils over time.
- Promote positive behaviours for learning through strong mental health and wellbeing support.
- Ensure every child can access enriching experiences that build cultural capital.

Our curriculum and wider school experiences offer a rich variety of academic, spiritual, physical, creative and social learning opportunities. We focus on developing the whole child, building resilience and supporting positive mental health so that pupils are well prepared for the future.

High-quality, evidence-based teaching is central to our strategy. We recognise that excellent classroom practice benefits every pupil and is the most effective way to close attainment gaps. Quality First Teaching is supported by targeted intervention, booster groups and carefully selected initiatives designed to meet the individual needs of disadvantaged pupils each term.

Strong relationships and a deep understanding of our pupils underpin our approach. Staff and senior leaders work together to identify barriers to learning early and shape provision around these needs. This includes support from our well-being mentor, trained counsellors, and a specialist speech and language LSA, ensuring that academic, social and emotional needs are addressed holistically.

School Context

St John's is a one-form entry primary school located in the village of Danbury, Essex. Although Danbury is not an area of high deprivation, around one sixth of our pupils are eligible for the Pupil Premium Grant—significantly higher than other local schools. We also have a higher-than-average proportion of pupils with SEND and greater pupil mobility than the national average. These contextual factors shape our strategy and reinforce our commitment to equity.

Key Barriers to Achievement

Within our school context, the main challenges faced by disadvantaged pupils include:

- Social, emotional, and wellbeing challenges, including difficulties with self-regulation, confidence, and resilience
- Inconsistent or limited support at home, affecting routines, learning habits, and completion of homework
- Delayed language acquisition and weaker communication skills on entry, impacting early literacy and classroom engagement
- Identified speech, language, and communication needs requiring targeted intervention
- Low or irregular attendance, reducing access to high-quality teaching and school-based support

- Limited access to enrichment opportunities, such as educational visits, clubs, cultural experiences, and residential, narrowing wider personal development

Our Commitment

Our ultimate goal is to ensure that every pupil, regardless of background, is supported to fulfil their academic, social and emotional potential. Our strategy is driven by ongoing assessment, professional insight and a whole-school ethos of high expectations. All staff share responsibility for ensuring that disadvantaged pupils achieve their full potential. At St John's C of E Primary School, we remain unwavering in our belief that every child can flourish. Through the thoughtful and strategic use of the Pupil Premium Grant, we are determined that all pupils will be supported to **"Let Their Light Shine."**

Challenges

This details the key challenges to achievement that we have identified among our current disadvantaged pupils 2025-2026.

Challenge number	Detail of challenge
1	Many of our disadvantaged children struggle with being ready to learn and have mental health and well-being needs, which have an adverse effect on progress and attainment.
2	Attendance for PPG children is lower than their non-PPG peers. Although this is diminishing (2022-2023 5.93% difference; 2023-24 3.5% difference; 2024-25 1.7%), it is still not in line with their non-PPG peers.
3	Low levels of speech and language among disadvantaged children compared with their peers on entry to the EYFS. Targeted children to close gaps on age related expectation of peer group: EYFS: 41% identified as not on track to achieve Age Related Expectations (ARE) after completing the baseline– aim to close gaps for all. Speech and Language UK: The consequences of poor communication skills are not confined to literacy; they permeate a child’s capacity to learn, self-regulate, and participate socially. The evidence for early intervention is overwhelming
4	Declining trend in our phonics screening results over the past 3 years, both in pass-rate and average score. (2023 80% pass rate. 33.6 average; 2024 76.7% pass rate 33.1 average; 2025 75% pass rate 30.9 average) 25% of children did not pass their phonics screening in Year 1.
5	Internal assessments and observations of children indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge and key skills and learning. Writing Attainment: PPG- 25% Non-PPG: 69.7% Both of these have decreased since the previous year (PPG decreased by 4%, Non-PPG decreased by 4.7%) Reading attainment. Children achieving expected year group standard: PPG: 53.1 % Non-PPG: 76.1%. PPG achievement has remained similar to the previous year (53.7%); Non-PPG has decreased by 5.3%
6	Internal assessments and observations of children indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge and key skills and learning. Children achieving expected year group standard: PPG: 56.3% Non-PPG: 80.6% This is an increase of 12.3% for PPG on the previous year but is still significantly below non-PPG With a 2.7% decrease for Non-PPG.
7	Our observations and discussions with families show that many of our pupil premium (or other disadvantaged children not on the pupil premium register) do not have access to the rich and varied experiences that our non-pupil premium children experience.

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. This is based on our current cohort and funding and will be reviewed on an annual basis.

Intended outcome	Success criteria
<p>To meet the social, emotional and mental health needs of identified pupils and their families to positively impact on well-being, behaviour, attendance and engagement.</p>	<ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Families are supported in engaging with provision in school and access to external agencies. • Wellbeing LSA providing regular additional support to targeted children and as a result there is a noticeable improvement in their learning behaviours. • Pupils benefit from individual sessions and are calmer and less anxious and therefore more able to engage with their learning. • Attendance of disadvantaged pupils is in line with the school average.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • School will foster and maintain positive relationships with parents/carers. Staff proactively follow a clear intervention pathway Working together to identify barriers and find resolutions for anyone below national to enable improved attendance. • Whole-school attendance meets or exceeds the school's target • Attendance percentages over the school year will improve to over national for this group of pupils. • Attendance of disadvantaged pupils improves and moves closer to that of non-disadvantaged peers, reducing the gap year-on-year. • Clear communication about attendance expectations and the impact of absence is understood by families. Pupils can articulate why attendance matters and feel motivated to attend regularly.
<p>To improve early communication, language and speech development in EYFS, with a focus on disadvantaged pupils, to ensure they meet age-related expectations and are able to fully access the curriculum.</p>	<ul style="list-style-type: none"> • By the end of the academic year, reduce the proportion of EYFS children not on track for age-related expectations in speech and language from 41% (baseline) to a level demonstrating significant gap-closing, with the majority of targeted disadvantaged children reaching ARE. • All identified pupils will make accelerated progress through high-quality, evidence-based early intervention. • Practitioners consistently implement targeted speech and language interventions with fidelity • Increased pupil engagement, confidence and participation in communication-rich activities • Pupils demonstrate improved attention, listening, turn-taking and conversational skills during structured and unstructured interactions • Narrowed attainment gap between disadvantaged and non-disadvantaged pupils in CL and Speaking • Learning environments (indoors and outdoors) show clear evidence of language-rich provision, including prompts, high-quality texts, storytelling opportunities and role-play enhancements
<p>To develop and improve phonics outcomes to ensure the expected 80% pass rate for the Year 1 phonics screening is achieved, or exceeded.</p>	<ul style="list-style-type: none"> • At least 80% of Year 1 pupils achieve the expected standard in the Phonics Screening Check • Year 2 re-take pass rate to increase with targeted support evident in their progress • Phonics teaching is consistently delivered with fidelity to the school's chosen phonics programme

	<ul style="list-style-type: none"> • Regular targeted interventions in place for pupils not on track • Staff demonstrate secure subject knowledge, evidenced through planning, delivery, and ongoing assessment accuracy • Data meetings lead to timely and effective intervention adjustments, recorded and monitored for impact.
To significantly reduce the attainment gap between disadvantaged (PPG) and non-disadvantaged pupils in reading and writing by addressing gaps, misconceptions, and difficulties with retention of prior learning	<ul style="list-style-type: none"> • Writing: Increase the proportion of PPG pupils achieving the expected standard from 25% to at least 45%, while raising non-PPG attainment from 69.7% to at least 75%, thereby narrowing the gap. • Reading: Increase the proportion of PPG pupils achieving the expected standard from 53.1% to at least 65%, and raise non-PPG attainment from 76.1% to at least 80%, reversing the recent decline and closing the disparity. • Ensure that targeted interventions effectively address identified gaps and misconceptions so that pupils show improved retention and recall of prior knowledge and key skills, as measured through formative assessment and internal tracking. • By the end of KS2 data show at least 80% of our disadvantaged pupils will meet the expected standard.
To reduce the attainment gap in maths between disadvantaged pupils (PPG) and non-disadvantaged pupils. Specifically, the proportion of PPG pupils achieving the expected year-group standard will increase from 56.3% to at least 70%, improving knowledge retention, addressing gaps and misconceptions, and ensuring pupils can recall key skills and prior learning.	<ul style="list-style-type: none"> • PPG attainment in maths at expected standard rises to 70% or above. • Attainment gap between PPG and non-PPG pupils reduces from 24.3% to below 15%. Evidence from internal assessments, observations, and book scrutiny shows improved retention and understanding of prior learning and key skills. • Targeted interventions and quality first teaching effectively address misconceptions and learning gaps. • Implement small-group interventions focused on identified gaps and misconceptions. • Use retrieval practice and spaced repetition strategies to improve knowledge retention.
To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in all aspects of school and extra-curricular activities, facilitating development of cultural capital for all.	<ul style="list-style-type: none"> • Records show PP children are attending enrichment activities. That they are enjoying school and have positive attitudes towards their learning. • Behaviour records show that social skills, independence, perseverance and teamwork are developing for our pupil premium children. • Funding is allocated to interventions and activities that directly support inclusion and participation. • Regular reviews ensure funding is used efficiently and equitably. • Barriers to participation (financial, transport, equipment) are removed or mitigated. • Participation rates of disadvantaged pupils are monitored and show increasing engagement over time. • Disadvantaged pupils are proportionally represented in leadership roles, competitions, and showcases. • Pupils demonstrate increased confidence, awareness, and engagement with new cultural experiences. • Feedback from pupils and families reflects positive impact on pupils' personal growth and aspirations.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2025-2026** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,756.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance learning experiences by utilizing a range of learning platforms and subscription-based content.	Supporting subscriptions enable teachers to plan specifically for PPG pupils. This includes reading comprehension activities, mastery of learning and individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit White Rose/Maths Circle is used to support Maths planning; Maths Circle is used to support the teaching of Spelling in Key Stage 2; Twinkl is used for phonics teaching and interventions	3, 4, 5, 6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	6
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	1, 2, 3
Coaching and feedback from SLT to support implementation of	Writing Strategies - EEF Improving Literacy in KS1 and KS2 guidance reports with specific reference to writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4, 5, 6

<p>evidence-based approaches</p>	<p>https://educationendowmentfoundation.org.uk/education - evidence/guidance-reports/literacy-ks-1</p> <p>There is strong evidence base that suggest quality first teaching has the greatest impact on all learners. EEF research on early writing and supporting writing development highlight the impact of teacher subject knowledge and explicit modelling, direct teaching of composition skills, explicit teaching of transcription skills and spelling and high-quality resources.</p>	
<p>Commitment to training and resources to successfully implement the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. This also includes a systematic spelling programme for KS2.</p> <p>Use of whole class reading approaches to develop comprehension and language across the school, particularly in disadvantaged children.</p>	<p>Phonics can be especially beneficial for children who are lower attaining. Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>Lower phonological awareness can be contributed to by being exposed to fewer words spoken or books read in the home learning environment; or having fewer opportunities to engage in formal or informal learning opportunities outside of school. It is important that practitioners assess such pupils' phonics skills and adjust their teaching of phonics appropriately.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4, 5</p>

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

Budgeted cost: £35,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language specialist LSA employed to target specific gaps/issues.	<p>Our Speech and language specialist works across the school, with a focus on supporting the youngest pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>There is a wealth of evidence to show that early intervention has great potential to narrow the gap. Children with better language skills also have better literacy skills, so it might be expected that by improving language skills we can also improve literacy.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion all show positive impacts on attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There may also be wider benefits to oral language approaches outside of educational attainment. For example, some studies report improved pupil attitudes, attention, self-regulation or confidence.</p>	3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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 Teaching and Learning Toolkit EEF</p>	4, 5
LSAs delivering high quality reading, writing, phonics and maths interventions.	<p>LSA interventions – EEF - +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p> <p>Specific training for our LSA team will be provided throughout the year so they are able to implement targeted support for individuals or small groups of children. Evidence shows that where teaching assistants are trained to deliver interventions to small groups or individuals it has a higher impact than LSAs working in the general classroom environment.</p>	4, 5, 6

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

Budgeted cost: £27,282.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being mentor employed by the school to undertake 1:1 sessions.	<p>Pupil premium children have opportunities to talk through their difficulties and then engage with learning. Social and emotional needs met. One-to-one sessions for pupils with who need them. Referrals to outside agencies. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. Interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Improved outcomes have been identified across literacy, maths and science https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 5, 6
Counselling sessions provided for children and parents.	<p>University of Cambridge have worked with Place2Be to undertake research (One to One counselling and school attendance in the UK) they found: 'School-based one-to-one counselling has the potential to reduce persistent absence, especially for primary school-aged pupils and children of parents/carers with no educational qualifications'. Missing school has a well-documented, detrimental impact on many outcomes in childhood, adolescence and adulthood. https://www.place2be.org.uk/news-and-blogs/2024/september/one-to-one-counselling-and-school-attendance-in-the-uk/</p> <p>It is widely recognised that the capacity to cope with adversity and even be strengthened by it – resilience – is an important factor in children and young people’s wellbeing. Evidence shows that these coping strategies are learnable and teachable. Schools have a vital role to play in supporting the wellbeing of their pupils. Activities to support children and young people to develop these qualities (resilience, confidence and motivation) will contribute to making children and young people happy at school and engaged with their learning. https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf</p>	1, 2, 5, 6
Clubs, extra-curricular activities, and school trips <i>Ensuring children who are unable to attend specific educational or extra curricular activities have access to them</i>	<p>Participation in the arts has shown improved outcomes in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free</p>	1, 2, 5, 6, 7

	<p>of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities and access to the arts free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. We will also provide nonsporting clubs to ensure our children have access to rich and varied experiences.</p>	
<p><i>Essex Music Services</i> Music sessions- group and 1:1 provided for targeted children in collaboration with Essex Music Hub</p>	<p>Participation in the arts has shown improved outcomes in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Social and emotional interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. These are key skills that are coached during the music sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 5, 6, 7</p>
<p><i>Speech & Language (communication) resources</i></p>	<p>Resources to enable pupils to play collaboratively and enhance their opportunities for speech and language.</p> <p>Studies that focus on speaking, listening, or a combination of the two, all show positive impacts on attainment. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Developmental delays have been a growing issue since the pandemic, with more than 40,000 children waiting over 12 weeks for speech and language therapy as of June 2024. Providing early intervention for children's speech, language and communication needs can improve their wellbeing, development, and educational attainment.</p> <p>https://www.gov.uk/government/news/earlier-support-for-speech-and-language-for-20000-children</p>	<p>3, 5</p>
<p><i>BAS Club to improve attendance, ensure pupils</i></p>	<p>Provided to improve attendance and to ensure children are receiving a meal in the morning.</p> <p>The University of Leeds, School of Psychology found: The most consistent support for the benefit of breakfast was for attention, memory, and executive</p>	<p>2, 5, 6</p>

<i>are on time and fed.</i>	<p>function. The findings demonstrated that habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement test scores. In this review, we also found a positive effect of breakfast on on-task behaviour in the classroom.</p> <p>https://family-action.org.uk/news-insight/impact-of-breakfast-on-learning-in-children/</p>	
<i>Homework Club</i>	<p>Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2, 5, 6
<i>Wellbeing Resources to enable sessions to be completed successfully and to provide 'Chat and Doodle' sessions at lunchtimes.</i>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. Interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Improved outcomes have been identified across literacy, maths and science</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1
The attendance officer will monitor and challenge attendance below National.	<p>Pupils who regularly miss school do not achieve in line with their peers and make less progress.</p> <p>Department for Education data analysis: https://www.gov.uk/guidance/access-your-school-attendance-data</p>	2, 5, 6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £67,522.70

Part B: Review of 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.

The diminishing differences report shows the attainment growth during the academic year 2024-2025 for PPG and Non-PPG students. For PPG students, the gap closed in Reading and in Maths. It has marginally reduced in Writing.

PPG/non-PPG Differences	2023-2024	2024-25
Reading	27.7%	23%
Writing	45.4%	44.7%
Maths	38.9%	24.3%

2024-2025 Evaluation Report

Challenge number	Detail of challenge	Evaluation end of 2025 Academic Year
1	Well-being needs have continued. Among concerns have been separation anxiety especially in KS1 but also in KS2, general anxiety and friendship and family issues including attachment.	We have continued to provide consistent, targeted support for ongoing well-being needs. Throughout the period, we addressed separation anxiety, general anxiety, and friendship and family issues, including attachment difficulties. This was achieved through regular pastoral check-ins, focused individual or small-group interventions, and close communication with class staff and families to ensure consistent strategies and support. Children identified have received regular well-being sessions. Some have also attended counselling sessions as have some parents.
2	Attendance for PPG children is lower than their non-PPG peers. Year 2023 – 2024 PPG attendances average for year 91.2%; Non- PPG 94.7%	PPG: 94.6% Non-PPG: 96.3% Attendance has increased for PPG pupils by 3.4% and 1.6% for non-PPG. With the difference diminishing from 3.5% the previous year to 1.7%.
3	Children in EYFS have poorer on entry communication and language skills than previous years. A significant number of children have difficulties with storytelling and narrative as well as understanding spoken language.	Additional explicit teaching was put in place in the Autumn term with teachers working 1:1 with pupils to develop speaking in full sentences. Children who required extra support were identified quickly and interventions were put in place quickly to help the pupils, including specific speech and language interventions such as Black Sheep Narrative.
4	Fine motor skills are poor especially in EYFS and KS1 and this is impacting on progress in writing.	Baseline Sept 2024- 48.1% on track to achieve expected for fine motor skills. Daily challenges were implemented to improve this aspect of the pupil's development. By the end of the year 89.3% achieved expected. This is an increase of 6.5% on the previous year (2023-24)

5	In Maths, 44% of PPG students are on track to meet their year group expected standard compared to 83% of non-PPG students.	<p>Achieving expected year group standard: PPG: 56.3% Non-PPG: 80.6% This is an increase of 12.3% for PPG on the previous year. With a 2.7% decrease for Non-PPG.</p> <p>Year 4 MTC Data shows the gap between the average score for PPG and Non PPG is narrowing. 2023: PPG 18.5 Non PPG 21.9 Gap: 3.4 2024: PPG 18.1 Non PPG 24 Gap: 5.9 2025: PPG 21.7 Non-PPG 23.7 Gap: 2</p>
6	On entry to Year 2, 2023, 25% of children did not pass the phonics screening in Year 1. Of those retakes in Year 2, only 40% passed. A significant group of children in every KS2 class (usually new children to St John's) need continued phonics provision.	<p><u>Phonics results</u></p> <p>Year 1 (28 children): 75% (decrease of 1.7%) Year 2 re-takes (5 children): 20% (decrease of 20%)</p>
7	Teachers report that although reading for enjoyment has improved. Children are often not being heard read at home or this is infrequent.	<p>Engagement with reading is developing. Regular reading sessions with high quality texts are taking place in all classes targeting specific question foci e.g. inference. High quality reading books in all classes that children readily have access to. Each class reading class stories aloud and sessions as a whole class to share thoughts and reflections on the text.</p> <p>Achieving expected year group standard: PPG: 53.1 % Non-PPG: 76.1%</p> <p>PPG achievement has remained similar to the previous year (53.7%); Non-PPG has decreased by 5.3%</p>
8	Writing has been the most negatively affected subject in school overall and this is certainly true for PPG children. At the end of 2023-24 academic year, our assessment shows that only 29% of PPG students (Year 1-Year 6) were on track to meet their year group expected standard in writing compared to 74.4% of non-PPG students.	<p>Attainment PPG- 25% Non-PPG: 69.7%</p> <p>Both of these have decreased since the previous year (PPG decreased by 4%, Non-PPG decreased by 4.7%)</p>
9	In reading, Summer 2024 showed that 53.7% of PPG students are on track to meet their year group expected standard compared to 81.4% of non-PPG students.	<p>Attainment PPG: 53.1% Non-PPG: 76.1%</p> <p>PPG has decreased marginally since the previous year (0.6%) and Non-PPG has decreased by 5.3%.</p>

Further information

Our funding for LAC is outlined on each child's Personal Education Plan – PEP.