

Pupil Premium Strategy Statement 2025/27

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 CE Primary
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	21.3% (40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be next reviewed	Termly with a full review in Summer 2026
Statement authorised by	Miss P Morgan Headteacher
Pupil premium lead	Miss P Morgan
Governor / Trustee lead	Mrs A. Churm

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,125
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 68,125

Part A: Pupil premium strategy plan

Statement of intent

At St. John's C.E. Primary School, we intend to 'seek life in all its fullness' (John 10:10) for all our pupils, irrespective of their background or the challenges they face, and 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 attainers. We aim to ensure that PP pupils receive support to experience an educational experience that is equitable to their non-disadvantaged peers, where they are given every opportunity to make progress, succeed and flourish.

The Pupil Premium (PP) is an allocation of additional funding provided to schools to improve the attainment of disadvantaged pupils. This includes pupils who are entitled to free school meals (FSM), those looked after by the local authority (LAC) and children of armed service personnel.

We will consider the challenges faced by our vulnerable pupils, and the activities and approaches outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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, school-based evidence from our monitoring and evaluation schedule, and informed by diagnostic assessment.

The overall aim of our Pupil Premium Strategy is to reduce the disadvantage gap, year on year.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Communication and Language (Oracy) – low level of language/vocabulary/schema on entry to school
2	Phonics and reading attainment across all Key Stages
3	Attendance and punctuality
4	Improved outcomes across numeracy and writing for disadvantaged pupils
5	Social, emotional and mental wellbeing

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 acquisition among lowest 20% and disadvantaged pupils	NELI data indicates accelerated progress for all pupils receiving the intervention in Reception Lowest 20% of pupils achieving improved outcomes from their starting points, particularly in reading Observations across the curriculum indicate significantly improved oral language among disadvantaged pupils. Observations indicate the explicit teaching and acquisition of subject-specific academic vocabulary is a priority and consistent across the school
Improved reading attainment	End-of-Key Stage reading outcomes show that the percentage of disadvantaged pupils meeting the expected standard is in line with national figures. The gap between all pupils and disadvantaged pupils would also be reduced year after year. The lowest 20% of pupils achieving improved outcomes from their starting points, making accelerated progress, particularly in reading Qualitative data from pupil voice, pupil and parent surveys, and teacher observations indicate that reading is a priority at St. John's School and that all pupils, particularly disadvantaged pupils, demonstrate a love for reading and engage in reading for pleasure strategies implemented by the school.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained improved attendance by 2026/27 demonstrated by: The percentage of pupils with persistent absence is reduced to figures at least in line with the school's pre-pandemic attendance figures for 2018-19 The overall absence rate will be in the lowest 20% of schools with a similar level of deprivation. Attendance for disadvantaged pupils to be in line with national. The gap between disadvantaged and non-disadvantaged absences has reduced. Sustained and improved attendance for disadvantaged pupils is demonstrated through a reduction in the absence rate for 2025-26, which is then sustained.

Increased outcomes across numeracy and writing	KS2 outcomes by 2026/27 show that more disadvantaged pupils meet the expected standard in maths and writing. Increased levels of attainment and progress for disadvantaged children, monitored through both formative and summative assessments throughout the year. Writing interventions, in particular transcription skills (spelling, handwriting) and building stamina. Maths interventions – using assessment question level analysis for diagnostic gaps in learning to be addressed through interventions. Continue to develop the Mastery approach in Maths through Power Maths and introduce Mastering Number across EYFS and KS1
To achieve and sustain improved wellbeing and school engagement for all pupils in our school, particularly our disadvantaged pupils.	Children accessing support from the Nurture Lead/ELSA. Children accessing support from Mental Health Schools Team. Children accessing external therapy sessions through the employment of Float Therapy Service. Involvement of other external agencies to provide specialist support when needed.

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: **£ 8 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of NELI programme in reception 2025-2026: - Assessment - Interventions Implement the 'Moving the Box' programme in Reception to improve outcomes for disadvantaged pupils through a focus on early language, communication and social development. This targeted early intervention aims to narrow the	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Evidence strength: 4 Impact: + 6 months	1, 2, 4

attainment gap and ensure all pupils make a strong start to their education. • Structured, play-based activities that promote purposeful talk, listening and collaboration • Support children in developing confidence, self-regulation and readiness to learn • Improved outcomes through greater number of GLD being achieved		
Fidelity to Phonics Scheme across school and associated phonics books. Embed Rising Stars phonics programme: DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. ➤ Ensure phonics training for all teachers, teaching assistants across the school ➤ Ensure phonics training for new members of staff Sustaining attainment in reading across KS1 and KS2 through Reading for Mastery approach.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence strength: 5 Impact: + 5 months	2, 4
Engagement with 'Mastering Number' programme through NW Maths Hub and subsequent staff training/support. The aim of the programme is to strengthen early understanding of number and build firm foundations for future mathematical learning. Daily sessions focus on developing fluency in recognising, representing and manipulating numbers within 10. The programme supports pupils in developing number sense, subitising and confidence in basic number facts. Maths lead coaching and support to enhance teacher subject knowledge and ensure consistent, high-quality approaches to early mathematics across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Evidence strength: 2 Impact: + 5 months https://www.ncetm.org.uk/features/mastering-number-building-strong-foundations-in-early-maths/ This evidence indicates that schools participating in the 'Mastering Number' programme show clear improvements in pupils' number fluency, confidence and flexibility with numbers up to 10, alongside stronger teacher subject knowledge and more consistent pedagogy across EYFS and KS1.	4
Implementation of Voice 21 programme • Whole school training • Strategies to ensure that every pupil, including those who are disadvantaged, have regular, supported opportunities to develop their oracy skills	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Evidence strength: 4 Impact: + 6 months https://voice21.org/why-oracy-matters/	1, 2, 4

Close gaps in language development and participation, particularly for pupils with lower vocabulary acquisition and verbal confidence on entry to school	Voice 21 provides schools with a structured research-informed approach to developing oracy skills across the curriculum. It inspires a high-quality oracy education which enables all pupils to be valued and heard, equipping them with the oracy skills they need for success in school and in life.	
Staff training: Whole staff training to revisit handwriting and spelling approach/ strategies Whole staff training on writing using the Writing Framework	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Evidence strength: 3 Impact: + 4 months CPD ensures subject leaders are informed and confident to implement consistent approach to improve handwriting and spelling across the school – in class, small group tuition.	4

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

Budgeted cost: **£40 125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed structured reading and writing programme for lowest 20% across KS 2: Deployment of TAs in KS2 for 2025-26 Monitoring of programme by SLT	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Evidence strength: 4 Impact: + 6 months	2,4,
Continuation of Early Fluency Programme for identified KS1 pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months	2,4,

Phonics interventions for Reception, Year 1 & Year 2 pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Evidence strength: 5 Impact: + 5 months	2,4,
Teaching assistants to lead targeted interventions across the school	Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence strength: 3 Impact: + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Evidence strength: 3 Impact: + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Evidence strength: 4 Impact: + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Evidence strength: 4 Impact: + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Evidence strength: 2 Impact: + 5 months	1,2,4,5,

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence strength: 3 Impact: + 5 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Lead in place for support Introduction of a child Therapist to support the emotional health and well-being of those children who have been identified as vulnerable Sefton Mental Health Schools Team (MHST) to continue to support those children identified by the school for early intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Evidence strength: 1 Impact: + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Evidence strength: 2 Impact: + 4 months	1, 5
Attendance support through Sefton traded services SLA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Evidence strength: 4 Impact: + 4 months Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1, 5
Office assistant additional hours for attendance monitoring, administration and first response	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Evidence strength: 4 Impact: + 4 months	1, 5

	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	
Reading incentives: • Reading incentive reward cards • Reading certificates	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Evidence strength: 4 Impact: + 4 months	2,3,5,
Uniform and swimming kit - Increased attendance and engagement, particularly disadvantaged pupils.	https://www.gov.uk/government/speeches/ama-nda-spielman-at-the-national-day-nurseries-association	2,3,5,
Increased access to experiences, teaching strategies and personal development opportunities that develop the cultural capital of all pupils, particularly disadvantaged pupils.	https://www.gov.uk/government/speeches/ama-nda-spielman-at-the-national-day-nurseries-association The building of cultural capital is important for all pupils but schools need to be particularly mindful of providing opportunities for disadvantaged pupils opportunities to build and connect knowledge, close the vocabulary gap and participate in enriching experiences.	2,3,5,

Total budgeted cost: £ 68 125

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 2023 to 2024 academic year.

2024/25 Data

EYFS 2025	Pupils eligible for Pupil Premium (PP) 3 pupils (% achieved expected or above)	Pupils not eligible for Pupil Premium (PP) 24 pupils (% achieved expected or above)	National
Good Level of Development (GLD)	33%	63%	69%
Year 1 Phonics Screening 2025	Pupils eligible for Pupil Premium (PP) 6 pupils (% achieved expected or above)	Pupils not eligible for Pupil Premium (PP) 20 pupils (% achieved expected or above)	National
Passed the Year 1 Phonics Screening	50%	71%	80%
End of KS2 2025	Pupils eligible for Pupil Premium (PP) 6 pupils (% achieved expected or above)	Pupils not eligible for Pupil Premium (PP) 17 pupils (% achieved expected or above)	National
Reading	50%	63%	75%
Writing	50%	67%	72%
Mathematics	67%	83%	74%
GPS	67%	75%	73%
Combined – R, W, M	50%	63%	62%

2024/25 Attendance Data

ATTENDANCE	2024-25	National
Whole school attendance	94.4%	94.8%
Pupil premium	91.1%	92.2%
SEND	90%	92.3%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Early Fluency Programme	School Inclusion Consultant
Structured Reading and Writing Programme	School Inclusion Consultant
Power Maths	Pearson
White Rose Science	White Rose
Rising Stars Phonics	Rising Stars
Moving the Box	Coram Hemsall
Mastering Number	NCETM/Maths Hub

Ofsted 2023:

‘Staff have high expectations about what pupils can achieve. Pupils enjoy opportunities to find out about a wide range of subjects. They are eager to learn. Pupils achieve well across their subjects.’

‘Governors, leaders and staff work well together in harmony to ensure that pupils and children in the early years at St Johns’ Church of England Primary School benefit from a good quality education. Across the curriculum, pupils and children in the early years achieve well. As a result, pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), are well equipped for the next stage of their education.’

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Nurture support
Enrichment and enhancement activities such as educational visits
The impact of that spending on service pupil premium eligible pupils
Increased health and well-being

