

St John's C.E. Primary Academy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 the academic year 2025 – 2026 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	26.11.25
Date on which it will be reviewed	25.11.26
Statement authorised by	Miss Bethany Moulton
Pupil premium lead	Mrs Andrea Turkmen
Governor / Trustee lead	Mrs Catherine Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15150
LAC PP funding allocation this academic year	£2630
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>	£17780

Part A: Pupil premium strategy plan

Statement of intent

Our expectation at St John's C.E. Primary Academy is that all pupils, irrespective of background or the challenges they face, have access to a broad and balanced curriculum which embraces quality first teaching and opportunities for enrichment in order to widen their life experiences.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: social and emotional challenges, alongside access to wider opportunities, and expectations.

Our approach will be responsive to both common challenges and our pupils' individual needs rather than assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Observations, behaviour logs, and teacher feedback indicate that disadvantaged pupils are disproportionately represented in cases of dysregulation, emotional overwhelm, and difficulties in social problem-solving. PP pupils are more likely to require adult mediation, reassurance, and emotional co-regulation to access learning successfully. This reflects the long-term impact of COVID-19 and

	reduced early socialisation opportunities (pages 4–6 of current strategy).
2	A small number of our pupil premium children are working below ARE in maths, reading and writing.

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
To improve emotional regulation, relational safety, and behaviour for learning among disadvantaged pupils through the implementation of a whole-school Relational Regulation Practice (RRP).	Reduction in SEMH-related incidents recorded for PP pupils. Increase in PP pupils' ability to self-regulate using RRP strategies with reduced adult intervention. Qualitative improvements in pupil voice feedback showing increased sense of safety, belonging, and readiness to learn. Lesson observations show consistent use of RRP across all staff. Improved engagement and reduced time out of class for targeted PP pupils.
Improved progress and attainment for pupil premium pupils.	Teacher assessment of attainment and progress across the curriculum demonstrates a reduction in the attainment gap between disadvantaged pupils. This is within a context of high attainment for all.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff understand the strategies they employ in their teaching and how this impacts on the pupils to adapt to meet the needs of all learners.	CPD will continue to focus on the principles of HQFT and the use of digital technology to enhance accessible teaching and learning for all. EEF Digital Technology Guidance Report.pdf	1 2
	CPD will focus on adaptive teaching to ensure that learning is inclusive and accessible to all, whilst continuing to set high expectations for all. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1 2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics 1:1 and small group EYFS, Key Stage 1 and 2 interventions	RWI Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and developing fluency particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF guidance on effective TAs: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff in RRP as part of a trauma-informed and relational approach to behaviour. Introduce structured relational regulation strategies (e.g., co-regulation scripts, regulation routines, emotion check-ins). Embed RRP within the restorative behaviour policy to ensure consistency of language and approach. Provide coaching for staff working with PP pupils identified as requiring enhanced SEMH support. Establish “regulation hubs” or calming spaces staffed during key points (e.g., mornings, transitions, lunchtime). Increase parent communication around relational regulation and strategies used in school.	EEF research indicates that targeted social and emotional learning (SEL) interventions can improve outcomes by +4 months and can significantly improve attitudes to learning and behaviour. Anna Freud Centre guidance highlights that consistent adult relationships and co-regulation routines provide essential foundations for children with SEMH needs. RRP is aligned with trauma-informed principles that improve readiness to learn, particularly for pupils facing multiple vulnerabilities. School observations and internal data show PP pupils benefit significantly from predictable routines, relational connection, and adult scaffolding for self-regulation.	1 2

Total budgeted cost: £20,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2024-2025)

During 2024–25, St John's CE Primary Academy continued to make substantial progress in improving outcomes for disadvantaged pupils. Across early years, phonics, and key stage outcomes, the school secured improvements underpinned by high-quality teaching, targeted intervention, and strengthened SEMH support.

1. QUALITY OF TEACHING AND CURRICULUM IMPLEMENTATION

Early Years Foundation Stage (GLD 90%)

Strong early identification of need and a focus on communication and language development enabled disadvantaged children to make accelerated progress in EYFS. As a result, 90% of pupils achieved a Good Level of Development.

Phonics (Phonics Screening Check 92%)

The consistency of Read Write Inc (RWI) teaching and daily targeted intervention contributed to 92% of pupils achieving the Phonics Screening Check.

Reading (KS2 Reading 72%)

Reading outcomes improved to 72% at KS2, supported by strengthened comprehension teaching, vocabulary development and improved feedback systems.

Mathematics (KS2 Maths 91%)

Maths outcomes at KS2 rose to 91%, reflecting strong implementation of Power Maths, targeted interventions and improved mathematical vocabulary.

2. TARGETED ACADEMIC SUPPORT

Disadvantaged pupils made accelerated progress through 1:1 tutoring, small-group interventions and targeted phonics and maths support.

3. WIDER STRATEGIES

Attendance (PP attendance 94.8%)

Pupil Premium attendance rose to 94.8%, showing strong improvement due to proactive attendance management and early intervention.

Parental Engagement

Parent forums, open classroom sessions and strengthened communication led to increased parental involvement and improved support at home.

Enrichment and Inclusion

Funding ensured equitable access to visits, clubs, swimming, and wider opportunities, improving confidence, aspiration and cultural capital.

OVERALL EVALUATION

The 2024–25 strategy secured strong outcomes:

- GLD: 90%
- Phonics Screening Check: 92%
- KS2 Reading: 72%
- KS2 Maths: 91%
- PP Attendance: 94.8%

These outcomes demonstrate the impact of high-quality teaching, targeted support and strengthened pastoral systems, while highlighting reading as an ongoing priority.