

St John the Baptist Church of England Primary School

Pupil premium strategy statement 2025-2028

Review

School overview

Detail	Data
School name	St John the Baptist Church of England Primary School
Number of pupils in school	594
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Every April & December
Statement authorised by	Trudie Colotto Headteacher
Pupil premium lead	Trudie Colotto
Governor / Trustee lead	Jill Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25-26	£152138
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 25-26	£152138
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At St Johns, our ultimate objective is to ensure all pupils, including those classed as disadvantaged, make progress and attain outcomes appropriate for their age. We aim –

- To improve the life chances of every child through the pursuit of knowledge.
- To ensure children are well rounded pupils with strong moral values through our school and Christian values education.

Therefore our strategy is to ensure disadvantaged pupils have a curriculum and schooling to attain this vision. We also aim to ensure our disadvantaged pupils receive an education which is academically aspirational but also suits their individual needs.

Our pupil premium strategy has been devised with all of these elements in mind and focusses on academic rigor, mental health and well-being support and ensuring a provision which includes developing cultural capital and global citizenship

Our data shows that our outcomes for pupil premium children, in terms of progress and attainment, fluctuates according to different cohorts and individual children's needs. Some children have multiple needs such as SEND and EAL as well as being classed as pupil premium.

Data for 2024-2025 shows that our established pupil premium children's outcomes are continuing to close the gap to their peers through successful targeted strategies. New children to school are not showing the same progress and attainment at present but will be heavily targeted to change this data.

Data and pupil interviews show that funding would be beneficially spent in the following areas –

- Oracy and early communication development
- Continued development in core subjects- particularly writing.
- Resources, and pre and post teaching to aid accessibility to lessons (including those new to English)
- Tutoring in- school for children who require 1-1 support and / or small group work
- Counselling – to allow children to overcome barriers to learning from influences outside of school
- Increased life experiences to give contexts for learning- enrichment
- Attendance and well-being support to ensure children are ready to learn
- Early reading and phonic support
- A budget for removing barriers to learning such as lack of IT equipment, food and beds.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance for children classed as Pupil Premium in the year 2023 2024 was 91.4% which is below school targeted expectations of 96% or above, and below our non PP attendance figure of 94.1%. Our PP not SEN children's attendance was 91.8%. A key factor in this low attendance was linked to one main factor: illness.</p> <p>In terms of persistent absence (90% or below) we had 22 pupil premium children in this category (29% of PP children). Data shows their absences were mainly linked to illness, unauthorised travel or medical issues. Four children were subject to panel meetings to improve attendance.</p>
2	<p>Communication</p> <p>At St Johns, we have many children who speak English as an additional language and some who are New to English. In terms of Pupil Premium 45.4% are classed as EAL, 24% are on the SEN register with 15 of these children experiencing difficulties in the area of speech, language and communication.</p>
3	<p>Low attainment on entry</p> <p>The 2025-2026 cohort have 9 children identified as pupil premium. 66.6% of these children are below the expected levels on entry to reception.</p>
4	<p>Limited life experiences</p> <p>Many of our children have experienced limited life experiences. This is exacerbated for our PP children as parents have limited funds to access events, visit places of interest or fund for sports clubs. Our 'Getting to know you' pupil premium interviews showed the majority of children have not had access or experienced places that would add cultural capital.</p>
5	<p>Barriers to Learning and supporting parents</p> <p>Many of our pupil premium children come from homes that cannot provide the basic necessities such as beds, clothing and food. When we identify these barriers we proactively support the families through referrals and purchasing items for them. Another identified barrier was lack of IT equipment at home meaning that children were unable to access homework opportunities and consolidation tasks.</p>
6	<p>Mental health and well-being</p> <p>Our children have been through a very difficult time over the last 3 years due to the cost of living crisis. Some of our pupils have struggled with the death of loved ones.</p> <p>Some of our children also have ongoing mental health /well-being issues or have been newly assessed due to matters not linked to the pandemic.</p> <p>In order for children to access learning our school has employed a councillor, a behaviour mentor and an inclusion manager to address such matters and work with families to support these children.</p>
7	<p>Early Reading, Writing and Phonic Support.</p> <p>In 24/25 74.3% of Year 1 pupils achieved the expected levels in phonics, with 72.8% of pupil premium children achieving the standards expected. The 3 children who did not meet standards, and the PP children in current Year 1 and foundation need targeting for extra phonics, writing and reading support to close the gap further and help all PP children to meet the national standards..</p>

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
Enhance phonics, writing, maths and reading with new books, parental workshops, intense writing training for staff, phonics training for all new staff on the recently implemented scheme to ensure high quality delivery.	<p>PP not SEN children improve on 24/25 results of 71% increasing further on their 23/24 result of 55.6%</p> <p>Year 6 SATS results to improve for pupil premium children from 24/25 of Reading 72%, Writing 61% and Maths 55%</p>
Increase enrichment opportunities to enhance the broad and balanced curriculum	<p>Children will have experienced increased opportunities to develop their skills, knowledge and personal values</p> <p>75% of pupil premium children access clubs/music lessons/outside opportunities</p>
Pre and post lessons and specific support groups are developed further to improve attainment	<p>100% of PP not SEN to achieve <i>expected or above</i> progress of 6 points in Reading, Writing and Maths. All PP SEN children to make at least small step progress across the academic year</p>
Resources and interventions are brought to enhance teaching linked to communication development	<p>Children have a greater understanding and increased progress due to having access to resources to enhance their learning</p>
To improve attendance among our PP children	<p>96% or above attendance over the year and PP children to be targeted to reduce drastically persistent and severely absence levels.</p> <p>Increase attendance for PP from 24/25 YR1 92.5%, Y2 92.7% Y3 90.4% Y4 94.4% Y5 91.2% Y6 93.9%</p> <p>Persistent Absence: Y1 2 chn, Y2 2chn, Y3 1 chd, Y4 3 chn, Y5 4 chn, Y6 1 chd</p> <p>Severely Absent: Y1 1 chd, Y2 1 chd, Y3 4 chn, Y4 1chd, Y5 2 chn, Y6 5 chn</p>
<p>To ensure children are ready to learn by addressing any issues linked to well-being and mental health.</p> <p>To eliminate barriers to learning such as lack of food, beds and uniform.</p>	<p>Children will make progress by being able to focus on their learning with fewer blocks due to mental health /well-being issues/home issues/lack of equipment.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School development plans focus on key areas of development linked to bottom 20%, writing and oracy to increase attainment.</p> <p>Staff training and monitoring is tailored to focus on school development priorities.</p> <p>Staff to be trained on coaching and conduct peer coaching.</p> <p>Staff to access CPD linked to development of provision for oracy and Walkthrus for quality first teaching.</p> <p>Subject leads to be released to enable them to monitor subject and research areas of development.</p> <p>Leaders released to monitor subjects and give advice for development.</p> <p>Staff ensure there are links with our partner school to develop meaningful communication opportunities for children.</p> <p>PP Children of a high ability are challenged to ensure the curriculum is aiding their progress.</p> <p>Attendance officer to be released to attend LA attendance network and training.</p>	<ul style="list-style-type: none"> Attainment for children who receive funding dropped in core areas over the lockdown period and beyond despite the provision of quality remote learning. These children need to continue intense and targeted teaching to ensure their progress is accelerated. Based on EEF findings oral interventions add six months progress, reading comprehension six months, collaborative learning five months, mastery learning five months and phonics learning five months Other evidence from NFER research and DFE documents shows that outcomes for children are impacted by having a responsive leadership team with high aspirations based on attainment expectations for all (non-stereotyping environment). The research by these bodies also states impact on outcomes from quality first teaching EEF's Effective Professional Development guidance report 	1, 2, 3, 7

<p>Ensure children can access a variety of opportunities with increased focus on music, arts and sporting opportunities.</p> <p>Leaders to direct staff to ensure curriculum opportunities include visits, visitors, events and community links.</p> <p>Staff are given time to develop planning to encompass enrichment opportunities and complete research to develop provision.</p> <p>Increased input from our local provider of sports sessions, tournaments and competitions to widen the offer.</p> <p>Wider opportunities to visit aspirational places and cultural enhancement benefits of pupil participation in extra-curricular activities such as sport, leisure and the arts.</p> <p>Pupil premium children in Years 2 - 6 to receive booster swimming lessons.</p>	<ul style="list-style-type: none"> Children have also experienced a decline in enrichment activities due to covid restrictions. Therefore, we must ensure children receive a richness of provision in order to develop all aspects of knowledge and skill Based on EEF findings enrichment opportunities have most impact when they are linked to learning in the curriculum <ul style="list-style-type: none"> Enrichment measures and pupils' engagement in the wider curriculum can improve their physical and mental health, as well as their attendance. By encouraging positive engagement in school life, this can also affect attainment in qualifications and help reduce dropout rates.' 	<p>3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD on Pre- and Post-teaching. Expectations set. Monitoring to judge impact on outcomes.</p> <p>In the Early Years and Year One settings communication sessions are timely and focus on specific needs – oracy, phonics, Early Talk and questioning.</p> <p>Tutoring is available for all PP children</p> <p>The Inclusion Manager is given time to monitor children and set provision to their needs.</p> <p>Ensure wider opportunities for higher attaining pupils to improve their oracy skills and sustain progress.</p>	<ul style="list-style-type: none"> • Attainment for our PP children has dropped and our KS1 children have shown they have communication difficulties from assessment data. • For more able children, our provision at KS2 needs to develop to enhance wider opportunities. • Based on EEF findings there is significant impact on outcomes from using strategies linked to individualised learning, small group tuition and one to one work • Other evidence from the DFE shows that children with additional needs such as SEN and EAL require additional support to ensure accelerated progress and an individualised programme of learning 	2, 3, 7
<p>Phonics resources, reading books, story books and other communication related resources are purchased and used to enhance development.</p> <p>The English lead is directed to ensure resources are appropriate for upper school to develop communication.</p>	<ul style="list-style-type: none"> • Our data over time has shown that reading development has an impact on learning in all other curriculum areas • Based on EEF findings a focus on development of English skills improves progress by; six months for oracy work, five months for phonics and six months for reading comprehension. • Other evidence from the NFER shows that successful strategies have had impact when focussed on high attainment for all and high quality teaching 	2, 3, 5

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

Budgeted cost: £85508

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the attendance officer is aware of children and families who need support in this area.</p> <p>The attendance officer directs time to ensuring children attend and creates links with the families.</p> <p>Close monitoring and actions tailored to each child and family.</p>	<ul style="list-style-type: none"> Attendance data was below National average last year (see previous section). Based on DFE findings low attendance has shown to have impact on outcomes for children 	1
<p>A school councillor is provided for children to have individual support with any mental health/well-being issues.</p> <p>Leaders with responsibility in this area to be given time to observe and speak to staff and children to then set appropriate actions.</p> <p>Our behaviour manager to provide sessions for children linked to mental health and personal or social matters that are impacting on learning.</p> <p>The SLT and Inclusion Manager develops links with new families to ensure they know where to come for assistance.</p> <p>The teachers conduct getting to know you sessions with all PP children to ascertain barriers to learning.</p> <p>Pupil premium children to be provided with uniform, PE kit, laptops and access to free music tuition and after school clubs.</p> <p>Pupil premium children to be subsidised heavily to allow access to residential trips and other wider opportunities.</p>	<ul style="list-style-type: none"> The full impact of the pandemic on children's well-being and mental health is unknown and our children need support as required. Based on EEF findings children's outcomes can improve by adopting strategies linked to self-regulation (+7), parent engagement (+4) and social and emotional interventions and learning (+4) Other evidence from the NFER shows that meeting individual needs of each pupil supports their development and progress 	5, 6

Research documents and studies used –

School data/ EEF Teaching and Learning Toolkit/ DFE: supporting the attainment of disadvantaged pupils/ NFER seven building blocks to raising disadvantaged pupils' attainment (Nov 2015)/ CEA curriculum planning and design. EEF: Pupil Premium: The tiered model and 'menu' of approaches. EEF: Pupil premium: EEF evidence brief EEF's Effective Professional Development guidance report

Total budgeted cost for the current academic year: £152,138

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 2024 to 2025 academic year.

Review: last year's aims and outcomes

Aims:	Success criteria	Outcomes:
Enhance phonics, writing, maths and reading with new books, parental workshops, shared and guided reading, training for staff, phonics training for all staff.	PP not SEN children are at least in line with 24/25 results of 71% increasing on their 23/24 result of 55.6% Year 6 SATS results to improve for pupil premium children from 23/24 of Reading 54.6%, Writing 72.7% and Maths 72.7%	Y1 – 72.8% of PP children and 100% of PP children not SEN passed their phonics test. 24/25 PP results Reading 72.2% (GDS 22.2%), Writing 61.1%, Maths 55.6% (GDS 16.7%) PP Not SEN results Reading 64.3% (GDS 28.6%), Writing 71.4%, Maths 57.1% (GDS 21.4%) Strategy successful – keep in place for new academic year and target writing in KS2 Spend on this strategy £24351
Increase enrichment opportunities to enhance the broad and balanced curriculum	Children will have experienced increased opportunities to develop their skills, knowledge and personal values 75% of pupil premium children access clubs/music lessons/outside opportunities	Pupil premium children received ½ price trips and residential visits. There were trips to the theatre for pupil premium, residential opportunities, visiting theatre companies, free music, sports and arts clubs – once a week per PP child 88% of pupils accessed the available opportunities Strategy successful – Keep in place for new academic year Spend on this strategy £29945
Pre and post lessons and specific support groups are developed further to improve attainment	100% of PP to achieve <i>expected or above</i> progress of 6 points in Reading, Writing and Maths	Tutors employed throughout the academic year to improve attainment and target individual gaps in learning. Every Pupil Premium child received targeted tutoring support in the academic year, whether that was to enhance a higher ability child's knowledge or to support where there were gaps. Staff CPD prioritised (NPQ's) Y6 all PP Progress R 5.7, W 6.6, M 6.4 Y5 all PP progress R 5.1, W 4.7, M 5.4 Y4 all PP progress R 5.8, W 4.9, M 6.4 Y3 all PP progress R 5.6, W 4.8, M 5.6 Y2 all PP progress R 4.4, W 4.1, M 4.9 FS PP achieving GLD 7/12 children

		<p>Spend on this strategy £5073</p> <p>Strategy partly successful for progress – Keep in place for new academic year</p>
Resources are brought to enhance teaching linked to communication development	Children have a greater understanding and increased progress due to having access to resources to enhance their learning	<p>Intervention materials and resources, including widegets, colourful semantics, dyslexia gold and headphones. IT equipment to allow access to learning opportunities in class and typing opportunities for PP children with limited writing ability. Laptops provided for PP children.</p> <p>Spend on this strategy £3233</p> <p>Strategy successful – Keep in place for new academic year</p>
To improve attendance among our PP children (Barriers to learning and supporting parents)	<p>96% or above attendance over the year and PP children to be targeted to reduce drastically persistent absence levels.</p> <p>Increase attendance for PP from 23/24</p> <p>YR 93.3%, Y1 88.1%, Y2 95.1%, Y3 88%, Y4 93.2%, Y5 89.3%, Y6 93.7%</p>	<p>Bus passes purchased for pupils for whom distance became an issue and another family with a sudden parental death.</p> <p>Barriers to learning identified from pupil premium interviews and essential items purchased to enable removal of barrier identified.</p> <p>YR1 92.5%, Y2 92.7% Y3 90.4% Y4 94.4% Y5 91.2% Y6 93.9%</p> <p>Persistent Absence: Y1 2 chn, Y2 2chn, Y3 1 chd, Y4 3 chn, Y5 4 chn, Y6 1 chd</p> <p>Severely Absent: Y1 1 chd, Y2 1 chd, Y3 4 chn, Y4 1chd, Y5 2 chn, Y6 5 chn</p> <p>Spend on this strategy £6559</p> <p>Strategy partly successful – Keep in place for new academic year</p>
To ensure children are ready to learn by addressing any issues linked to well-being and mental health	Children will make progress by being able to focus on their learning with fewer blocks due to mental health /well-being issues	<p>School councillor, behaviour mentor and mental health lead employed to address barriers to learning through home issues, anxiety, well-being.</p> <p>School councillor fully utilised, behaviour mentor had extremely positive impact on wellbeing and attendance. Mental health lead leads talking therapy.</p> <p>Spend on the strategy £70398</p> <p>Strategy successful – Keep in place for new academic year</p>