



**St John's Church of England
Academy**



Belonging Believing Becoming

St John's Church of England Academy Pupil Premium Strategy Statement 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Church of England Academy
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year Plan Year 1 – 2024/2025 Year 2 – 2025/2026 Year 3 - 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Emma Mignaud Executive Headteacher
Pupil premium lead	Mrs Rebecca Smith Deputy Headteacher
Governor / Trustee lead	Mrs Katy Graham Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 83,325
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	£ 83,325

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	
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Part A: Pupil premium strategy plan

Statement of intent

At St John's Church of England Academy, we have high expectations for all children in our care and believe that, with high quality teaching, strong pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their full potential.

We have high aspirations and ambitions for our children and believe that no child should be left behind. We support all pupils by providing high quality teaching supplemented by targeted interventions to support disadvantaged learners as and when required. Strong leadership, thorough data analysis and in-depth conversations enable us to identify and target areas that are preventing children from achieving in line with their non-disadvantaged peers and ensure that Pupil Premium funding is allocated effectively.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long term strategy aligned to the School development Plan. This enables us to implement a blend of short, medium and long term interventions and align Pupil Premium use with wider school improvements and improving our children's' readiness to learn.

The key principles of our strategy plan are to close the gap between Pupil Premium and non-Pupil Premium children with high quality teaching and learning, for children to keep up, to develop and strengthen the well-being and resilience of children and to address non-academic barriers to attainment such as attendance, behaviour and emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	Typically children enter St John's with starting points that are below the national expectations.
2	Assessments indicate that Reading, Writing and Maths among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Disadvantaged pupils are behind with phonic knowledge which then impacts on ability to progress with reading and writing and the wider curriculum. Assessment and monitoring show spelling knowledge of our disadvantaged children to be below that of non-disadvantaged pupils.
4	Some pupils join St Johns with poor speech and language development which has affected their communication and language skills.

	Disadvantaged children have underdeveloped vocabulary and oral skills. This impacts on all curriculum areas eg. – mathematical talk, scientific language.
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Monitoring well-being of pupils and families have identified socio-economic needs and emotional issues for many pupils which has been compounded by the cost of living crisis.</p> <p>Some pupil premium children are more likely to need pastoral support and can struggle emotionally which is impacting upon their ability to achieve academically.</p>
7	<p>Our attendance data for the academic year 2024 – 2025 indicates that our disadvantaged pupils' attendance is broadly in line with that of their peers (gap of - 1.2%).</p> <p>Our assessments and observations indicate that absenteeism and persistent lateness negatively impact the attainment of our disadvantaged pupils' progress.</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
The difference between PP pupils and Non-PP pupils is narrowed for Phonics Screening Check and KS2 SATS outcomes.	<p>Pupil progress meetings will show children making accelerated progress to narrow the gap.</p> <p>Progress will be visible in book looks, lesson dips and assessments.</p> <p>KS1 and KS2 reading outcomes show that the difference is diminishing between the attainment and progress of disadvantaged pupils.</p> <p>KS1 and KS2 maths outcomes show that the difference is diminishing between the attainment and progress of disadvantaged pupils.</p>
Improved phonic attainment at Key Stage 1 among disadvantaged pupils.	The gap in phonics attainment between disadvantaged pupils and other pupils will diminish and be maintained above the national average.

Improved spelling skills and word knowledge at Key Stage 2 among disadvantaged pupils	Assessments and observations indicate significantly improved spelling skills and word knowledge among disadvantaged pupils. This will be triangulated with evidence found in book scrutiny, assessment and engagement in lessons. This will be evident with the application of skills across the wider curriculum.
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 assessment.
To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Pupils are able to self-regulate and significant incidents of poor behaviour are rare and are dealt with in a consistent and fair manner. • Pupils that experience challenges are supported to develop skills that help them make positive choices. • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Implementation of Partnership for Children Skills for life programme.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>High attendance demonstrated by:</p> <ul style="list-style-type: none"> • Attendance figure continues to maintain its improvement to meet and exceed the national figure of 93.1%. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers is nullified. • The percentage of all pupils who are persistently absent and late is reduced and the gap is closed between disadvantaged pupils and non-disadvantaged pupils.

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.

Section 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8066.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.a Quality First Teaching. Continuous Professional Development and learning delivered to all staff in approaches to the teaching of Phonics, Reading, Writing, Science, Mastery Maths as well as enhancing teachers knowledge and understanding through the NPQ courses and obtaining Primary Science Quality Mark Silver	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> • Early Numeracy Approaches = +6 months • Early Literacy Approaches = +4 months • Communication and Language Approaches = +6 months 	1, 2, 3
1.b Embedding of a ELS Phonics Programme DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
1.c Embedding of ELS Spelling and Word Knowledge Programme to secure stronger spelling teaching for all pupils.	<p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <p>EEF Improving Literacy in Key Stage 2</p>	1, 2, 3
1.d Enhancement of our mastery maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>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:</p>	1, 2, 3

<p>We will fund release time for maths Leaders and class teachers to attend GLOW Maths Mastery and CANDo CPD in order to embed key elements of practice of the 5 BIG Ideas.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>1.e Improve the quality of social, emotional and Mental Health (SEMH) teaching and support to pupils.</p> <p>SEL approaches will be embedded into routine educational practices; supported by the purchase of resources and professional development and training for staff.</p> <p>Partnership for Children Skills for Life programme training and purchasing of supporting resources</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF Improved Behaviour in Schools (2021)</p> <p>Supporting children to develop resilience and coping strategies.</p> <p>EEF Zippy's Friends</p> <p>Enabling practitioners to support children with an identified concern.</p> <p>Trusted Emotional Available Adult (TEAA)</p>	<p>5, 6, 7</p>
<p>1.f CPD to support and extend language and vocabulary teaching.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Promoting speech and language skills.</p> <p>Elklan Training</p>	<p>4</p>
<p>1.g Headteacher to focus on raising parental engagement.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil</p>	<p>7</p>

	Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	
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Section 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 61,379.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
2.a Deployment of TAs to provide support for: <ul style="list-style-type: none"> Y6 pupils with Maths Teaching of Mastery; Y5 pupils with Maths Teaching of Mastery; Y5 Key individuals Y4 Key individuals. Y3 Key individuals Y2 Key individuals 	EEF Teaching and Learning Toolkit Teaching Assistant Interventions	2, 5, 6
2.b Delivery of structured interventions to support mathematics.	EEF Teaching Toolkit Small group tuition – Key marginal pupils PiXL	1, 2, 5
2.c Delivery of targeted sessions and reading comprehension strategies focusing on the learners' understanding of written text.	EEF Teaching Toolkit: Reading comprehension strategies Reading comprehension strategies focus on the learners' understanding of written text. Small group tuition – Key marginal pupils PiXL Nessy	1, 2, 3

2.d Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF Teaching Toolkit Phonics 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:	3
2.e Additional spelling and word knowledge sessions targeted at disadvantaged pupils who require further phonics support.	EEF Improving Literacy in Key Stage 2 Develop fluent reading and writing skills Use high quality interventions to support pupils who are struggling with literacy	2, 3
2.f Delivery of structured interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	EEF Teaching Toolkit Oral language interventions can have a positive impact on pupils' language skills.	4

Section 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,878.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.a Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
3.b Social, Emotional and Mental Health support provided for pupils who are vulnerable.	EEF Teaching & Learning Toolkit Social and Emotional Learning	5, 6,

	<p>Self-manage emotions and focus on improving social interaction between pupils.</p> <p>Archbishops Young Leader Award – Empowering young leaders to transform society and to inspire others to do the same.</p> <p>Toucan Play Therapy</p> <p>Partnership for Children – Skills for Life Programme</p>	
3.c. Funding for visits and visitors	<p>Visits and visitors broaden pupils understanding of the world and their place in it.</p> <p>EEF Outdoor Adventure Learning</p> <p>Research shows that outdoor adventure learning may have positive impacts upon self-efficacy, motivation and teamwork; developing skills such as resilience and self-confidence.</p>	5, 6, 7
3.d Contingency fund for acute issues.	<p>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.</p>	All
3.e Parental Engagement Parental Workshops to develop parental engagement	<p>EEF Teaching Toolkit</p> <p>Parental Engagement</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.</p>	5, 6, 7

Total budgeted cost: £83,325

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.

Pupil premium funding has been used to provide wellbeing support for all pupils and targeted interventions as and where required. Pupil behaviour, well-being and mental health were significantly impacted by the cost of living crisis and Covid-19 disruption, and was particularly acute for our disadvantaged pupils. Attendance of our disadvantaged pupils at enrichment and after school clubs has risen with priority access given to our most vulnerable children. Sustaining high levels of well-being and positive behaviour management amongst our pupil premium children remains a key priority. Zones of Regulation is now embedded across the school, the GHLL Mental Health Award has been achieved and a sensory room has been established to support children to self-regulate and make positive, constructive choices.

Attendance remains in line with previous years with St John's meeting and exceeding the national figure of 93.1% at 96.1%. The gap remains at 1.2% between our pupil premium children and their non-disadvantaged peers. Persistent lateness is reducing with a strong, consistent message around the importance of punctuality and attendance from all staff. Monitoring of attendance is now more robust with absenteeism and lateness a school priority.

Our commitment to raise standards for all has remained a priority with continued investment in continuous professional development at all levels. Targeted interventions and whole-school consistency of approach across all curriculum areas remains a key priority.

Starting School

Children enter St John's with starting points that are below national expectations.

End of EYFS Early Learning Goals Assessment 2025

A smaller cohort with more disadvantaged children show gaps widening over this academic year with an overall improving three year trend.

A strong focus upon early intervention, identifying need and targeted support has been effective in ensuring that our disadvantaged children have a successful start to primary school at St John's.

A particular focus in maths has been to ensure that manipulatives are used as part of the learning process alongside pictorial and abstract representations.

Early "Welcome to School" parent workshops continue to work with parents to ensure all those entitled to Pupil Premium Funding have registered online

EYFS GLD	2021 -2022			2022 - 2023			2023 -2024			2024 -2025		
	School GLD	PP GLD	Non- PP	School GLD	PP GLD	Non- PP GLD	School GLD	PP GLD	Non- PP GLD	School GLD	PP GLD	Non- PP
	47.8%	22%	55%	60%	50%	62.5%	67%	75%	65%	63.2%	44.4%	80%

Phonics

There have been significant improvements in children achieving the pass mark of 32 or above in the Phonics Screening Check. Our focus remains on ensuring all children pass PSC at the end of Year 1. A continued drive to ensure interventions address gaps in learning remains the focus of interventions, planning and monitoring. ELS is now embedded across EYFS and KS1 with all children at St John's achieving well

	2022	2023	2024	2025
School Disadvantaged pupils	71%	100%	75%	87.5%
Disadvantaged pupils National Average	Unavailable	67%	68%	67%
All Other Pupils	100%	94%	100%	100%
School	89%	95%	95%	96%
National Average	75%	79%	80%	80%

End of KS2 Assessment

End of KS2 Outcomes - Pupil Premium Children

PP Children 2024 Outcomes KS2	PP Children 2025 Outcomes KS2
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End of Key Stage 2 Outcomes

Report run on: 10/12/2024 15:18:58

2023-2024 | Year 7 | Pupil Premium, Leaver | (10 Pupils)

	Teacher Assessment						Test Scaled Scores				
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	Average
Reading	10							30.0% (3)	30.0% (3)	40.0% (4)	99.7
Writing TA / GPS Test	10.0% (1)		30.0% (3)		20.0% (2)	40.0% (4)		30.0% (3)	40.0% (4)	30.0% (3)	96.9
Mathematics	10							30.0% (3)	40.0% (4)	30.0% (3)	98.4

End of KS2 Outcomes PP Children

	Teacher Assessment						Test Scaled Scores			
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+
Reading	12							8.3% (1)	41.7% (5)	50.0% (6)
Writing TA / GPS Test	8.3% (1)				25.0% (3)	50.0% (6)	16.7% (2)	16.7% (2)	41.7% (5)	41.7% (5)
Mathematics	12							8.3% (1)	16.7% (2)	75.0% (9)
Science	8.3% (1)			16.7% (2)		75.0% (9)				

End of KS2 Outcomes - Non Pupil Premium Children

Non-PP Children 2024 Outcomes KS2

End of Key Stage 2 Outcomes

Report run on: 10/12/2024 15:18:18

2023-2024 | Year 7 | Not Pupil Premium, Leaver | (22 Pupils)

	Teacher Assessment						Test Scaled Scores				
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+	Average
Reading	22							4.5% (1)	13.6% (3)	81.8% (18)	104.0
Writing TA / GPS Test	9.1% (2)				9.1% (2)	77.3% (17)	4.5% (1)	4.5% (1)	36.4% (8)	59.1% (13)	101.8
Mathematics	22							4.5% (1)	27.3% (6)	68.2% (15)	103.3

Non-PP Children 2025 Outcomes KS2

End of KS2 Outcomes Not PP Children

	Teacher Assessment						Test Scaled Scores			
	Other	Below	Pre-Key Stage	Has Not Met	Working Towards	Working At	Greater Depth	Other	<100	100+
Reading	16							18.8% (3)	31.3% (5)	50.0% (8)
Writing TA / GPS Test	18.8% (3)				12.5% (2)	62.5% (10)	6.3% (1)	18.8% (3)	31.3% (5)	50.0% (8)
Mathematics	16							18.8% (3)	25.0% (4)	56.3% (9)
Science	18.8% (3)			6.3% (1)		75.0% (12)				

At Key Stage 2 outcomes for our disadvantaged pupils in Reading, Writing and Maths have improved with a higher proportion achieving Age Related Expectations. 75% of our pupil premium children achieved ARE in Maths out performing their non-disadvantaged peers by 18.7%.

The gap between disadvantaged pupils and their peers has closed in Reading and Mathematics and is a continued focus on the School Development Plan. In Mathematics there has been a particular focus upon using manipulatives alongside pictorial and abstract representations to support children to articulate their mathematical understanding. Our Mathematics Subject Leader has implemented initiatives to improve mathematical fluency for all of our children.

A Trust wide initiative using PiXL, focuses upon raising standards and attainment for all of our children. Regular progress meetings with our Raising Standards Leader targets key children to assesses impact and identify next steps. SENCO, RSL and Mathematics Subject Leader will continue to focus upon in lesson learning and monitoring interventions to ensure opportunities for learning are maximised and impactful.

Whilst the gap remains between our disadvantaged pupils in Writing it has reduced to 8.3% compared to 29.1% in the previous year. A renewed whole-school focus on the writing process to improve outcomes for disadvantaged pupils include strengthening handwriting, grammar and spelling, raising expectations for quality and accuracy, and improving teacher modelling of effective writing.

Targeted support, high-quality teaching and consistent approaches across the school, aims to secure greater writing confidence, fluency and independence for all pupils, with particular impact for those eligible for Pupil Premium.

Externally provided programmes

Programme	Provider
Archbishop's Young Leader Award	Archbishop of York Youth Trust
Zippy's Friends Apple's Friends	Partnership for Children

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity