



# **ST. JOHN'S**

Church of England  
Primary School, Abram

## **Pupil Premium Strategy Statement**

This statement details our school's use of pupil 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 this academic year and the outcomes for disadvantaged pupils last academic year.

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## School overview

Detail	Data
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended - you must still publish an updated statement each academic year</b> )	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachael Bear
Pupil premium lead	Rachael Bear
Governor / Trustee lead	Kate Flood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£92,415

### Statement of intent

At St. John's C. of E. Primary School, Abram, our intention is that every pupil, irrespective of their background or the challenges they face, makes strong progress and achieves high attainment across all subjects. Our pupil premium strategy is specifically designed to support our disadvantaged pupils in reaching this goal, including those who are already high achievers.

We recognise the unique challenges faced by vulnerable pupils within our school community, such as those with a social worker or young carers. The activities and interventions outlined in this strategy are carefully tailored to meet their needs, whether or not they are formally classified as disadvantaged.

High-quality teaching lies at the heart of our approach at St. John's. We prioritise areas where our disadvantaged pupils require the most support, as evidence shows this is the most effective way to close the attainment gap. This approach also benefits all pupils in our school, ensuring sustained and improved attainment for everyone alongside progress for disadvantaged learners.

Our strategy also acknowledges the additional support required by pupils whose education and wellbeing were impacted by the COVID-19 pandemic. This includes targeted tutoring and other interventions for those most affected.

We base our decisions on robust diagnostic assessments rather than assumptions about disadvantage, ensuring we respond effectively to both common challenges and individual pupil needs. The complementary approaches we adopt are designed to help all pupils excel.

To achieve these aims, we will:

- Ensure disadvantaged pupils at St. John's are consistently challenged by the work they are set.
- Intervene promptly and early when needs are identified.
- Implement a whole-school approach where every member of staff shares responsibility for the outcomes of disadvantaged pupils and maintains high expectations for their achievement.

### Challenges

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

Challenge number	Detail of challenge
1	Analysis of assessment data and ongoing monitoring indicates that disadvantaged pupils in certain year groups are performing below the national average for disadvantaged children.
2	On entry to EYFS, assessment data reveals that disadvantaged pupils start with lower attainment levels compared to their non-disadvantaged peers.
3	Attendance records demonstrate that disadvantaged pupils have higher rates of absence and persistent absence compared to non-disadvantaged pupils.
4	Assessment and monitoring data highlight that disadvantaged pupils in some year groups who have additional vulnerabilities (such as SEND and/or EAL) are not yet proficient readers with strong comprehension skills, which limits their ability to retain key knowledge and vocabulary across the curriculum compared to their non-disadvantaged peers.
5	A number of disadvantaged pupils have restricted access to a broad range of life experiences, a situation that has been worsened by the ongoing cost-of-living crisis.
6	There is a growing demand for pastoral support and early intervention among some disadvantaged families to address social, emotional, and mental health needs.

### 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
Disadvantaged pupils achieve at least expected progress through high-quality teaching and targeted support	Teaching quality meets professional standards across all staff (5 Early Career Teachers, 1 Main Pay Scale Teacher, 5 Upper Pay Scale Teachers). In reading, writing, and maths, 100% of disadvantaged pupils make progress in line with curriculum expectations, and at least 35% exceed expected progress to close gaps. In statutory assessments, disadvantaged pupils perform at least in line with national averages for non-disadvantaged peers.
Improved attendance among disadvantaged pupils	Attendance for disadvantaged pupils is at least 97% and comparable to national figures for non-disadvantaged pupils. Persistent absence rates match national benchmarks for non-disadvantaged pupils.
Disadvantaged pupils, including those with additional vulnerabilities, develop fluent reading and strong comprehension skills	Reading interventions show improved fluency. Assessment confirms disadvantaged pupils meet curriculum demands in comprehension. Pupil voice

	and reading habit checks indicate regular engagement and enjoyment of reading. Teaching and learning reviews show pupils can access the full curriculum and retain key knowledge and vocabulary.
Greater access to a broad range of curricular and extra-curricular opportunities	Disadvantaged pupils participate in enrichment activities. Free places are provided for extra-curricular clubs and curriculum enhancement experiences, with high participation rates recorded.
Enhanced pastoral support for disadvantaged pupils and their families	Behaviour and SEMH data show a continued decline in incidents involving disadvantaged pupils. Case studies demonstrate the positive impact of early help and targeted interventions.

### 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: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior and subject leaders will ensure that every class is taught by an effective teacher and that all staff receive ongoing support to continually improve. This will include delivering whole-school CPD alongside tailored coaching and mentoring.	EEF research shows that improving teaching is the 'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'. Important aspects of CPD provided include: in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. All of which EEF research shows has a positive impact on pupil outcomes.  EEF +6 Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects	1, 2, 4 & 5

	<p>or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +4 Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored— particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum— will be more effective.</p>	
<p>Senior and subject leaders will have dedicated time to contribute significantly to curriculum development and evaluation. A key priority will be supporting less experienced subject leaders through targeted coaching, mentoring, and guidance to relevant research.</p>	<p>Our curriculum design and implementation is underpinned by research including:</p> <ul style="list-style-type: none"> <li>• The EEF's metacognition and self regulated learning strategies</li> <li>• Willingham's Simple Model of Memory</li> <li>• Generative Learning Strategies for retrieval and learning</li> <li>• Sweller's Cognitive Load Theory</li> <li>• Building Strong Schemata</li> <li>• Rosenshein's Principles of Instruction</li> <li>• Bjork and Bjork's Desirable Difficulties</li> <li>• Ebbinghaus' Forgetting Curve</li> </ul> <p>Senior leaders and subject leaders will use their knowledge and experience in these areas to further develop less confident or inexperienced leaders.</p>	1, 2, 4 & 5

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

Budgeted cost: £55,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide targeted teaching support for disadvantaged pupils with low prior attainment to help them achieve at least expected progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	1, 2 & 4
Deliver small-group language interventions (such as WellComm) alongside one-to-one support provided by the Director of Inclusion and Vulnerabilities, SENDCo, EYFS Lead, and Trust Phonics Lead.	EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills.	1, 2 & 4
Implement the new Little Wandle phonics scheme, designed to provide rapid catch-up for pupils with low prior attainment.	EEF research shows that a well embedded phonics scheme has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.	1, 2 & 4

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

Budgeted cost: £30,850.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Pastoral Coordinator will provide comprehensive support for pupils and their families, promoting high attendance, addressing barriers to learning, and offering both guidance and challenge where needed.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	1, 2, 3, 5 & 6

<p>Launch the ASTAR attendance platform to track attendance and work with families to remove barriers that prevent regular school attendance.</p>	<p>Research from the EEF shows that engagement strategies that focus on improvement to ensure equity is the most successful way to raise school attendance.</p>	<p>1 &amp; 3</p>
<p>Embed the attendance pathway and introduce rewards and incentives to strengthen the school's attendance strategy.</p>	<p>Research from the schools network shows that attendance incentives can improve school attendance and have the most impact when paired with other engagement strategies.</p>	<p>1 &amp; 3</p>
<p>The Pastoral Coordinator will deliver one-to-one and small-group interventions to help pupils develop self-regulation and emotional understanding, extending support to families where appropriate.</p>	<p>EEF research shows that social and emotional learning and improved selfregulation has a positive impact on attainment.</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p>	<p>5 &amp; 6</p>

**Total budgeted cost: £92,815.92**

## **Outcomes for disadvantaged pupils**

At St. John's C. of E. Primary School, Abram, we have carefully analysed the performance of our disadvantaged pupils during the 2024-2025 academic year, using a combination of national assessment data alongside our own internal summative and formative assessments.

### **EYFS Good Level of Development (GLD) 2024-2025**

- 50% of our disadvantaged children achieved a Good Level of Development.
- This result is 4% above the local average and aligns with the national average, reflecting a strong start for our youngest pupils.

### **Year 1 Phonics Screening Check 2024-2025**

- 82% of disadvantaged children passed the phonics screening check.
- This is 17% above the local average and 15% above the national average, demonstrating effective early reading support.

### **End of Key Stage 2 (KS2) 2024-2025**

- 56% of disadvantaged children achieved the expected standard in reading, which is 9% below the local average and 8% below the national average.
- 56% of disadvantaged children achieved the expected standard in writing, 6% below the local average and 4% below the national average.
- 44% of disadvantaged children reached the expected standard in maths, 19% below the local average and 16% below the national average.
- 51% of disadvantaged children achieved the expected standard in reading, writing, and maths combined.

\*This performance data is from a cohort who experienced severe disruption to their schooling due to the Covid-19 pandemic. It is also worth noting that 50% of the disadvantaged children were also SEND.

Our monitoring and evaluation records indicate that teaching quality at St. John's is aligned with the career stages of our staff: 1 Teaching Apprentice, 5 Early Career Teachers, 1 Main Pay Scale Teacher, and 5 Upper Pay Scale Teachers. This diverse staffing supports a range of expertise and development opportunities.

Our Pastoral Coordinator has played a vital role in improving attendance by meticulously tracking attendance data, engaging with families to identify and overcome barriers, and providing practical support such as letters, meetings, and access to breakfast and after-school clubs. Fines are only issued as a last resort after all early help avenues have been exhausted. Improving attendance and reducing persistent absenteeism among disadvantaged pupils remains a key whole-school priority.

Pastoral sessions and therapeutic interventions, including Lego Therapy, Sensory sessions, and Drawing & Talking, have positively impacted pupil wellbeing. Our records show high-

quality support and guidance offered to pupils, with case studies evidencing the positive effects of 1:1 support, behavioural interventions, and early help.

Participation rates in after-school sports clubs are steady, and school leaders are committed to increasing the number of disadvantaged pupils engaging in these enriching activities. Disadvantaged pupils benefit from rich and varied experiences, mapped carefully to the curriculum and our Quest for Life programme, ensuring they access opportunities they might otherwise miss.

Overall, the performance of our disadvantaged pupils has somewhat met expectations, and we are on track to achieve the intended outcomes outlined in our strategy. We have reviewed and adjusted our strategy plan and budget allocation for this academic year to better meet the needs of our pupils.

Further details about our planning, implementation, and evaluation processes are available in the Further Information section of our strategy documentation.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	Oxford Owl
Essential Letters and Sounds	Get Set 4 PE
Purple Mash	