Pupil premium strategy statement

This statement details St John Primary School's use of pupil premium 2026 to 2027 (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 Primary School**
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2026 – 2027
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Governing Body
Pupil premium lead	Nalisha Patel
Governor / Trustee lead	Jennie Hutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 230,950
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
Total budget for this academic year:	**£ 230,950**

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We intend for all of our pupils from a disadvantaged background to leave St John's as confident individuals who are equipped for the next stage of their education.

Disadvantaged pupils should leave primary school attaining the expected standards in line with their non-disadvantaged peers. Disadvantaged pupils will be taught and will make progress across a deep, broad and wide curriculum – they will know more and remember more of the intended National Curriculum. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently and gain wider knowledge of the world around them through a carefully constructed curriculum. They will have aspirations similar to those of their peers. They will have experienced a range of activities and trips to enhance their life experiences and will have an improved cultural capital.

High quality teaching is essential to support disadvantaged pupils in meeting these objectives. We use our pupil premium grant to support the development of teachers to teach high quality lessons and reading skills, especially for pupils at the stages of Early Reading. Where disadvantaged pupils need additional support, our pupil premium grant enables small group and one-to-one intervention and tuition for these pupils to make the most progress. We deploy our best educators to support our most disadvantaged pupils. The activity we have outlined in this statement is 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.

Alongside our identified disadvantaged pupils, we will consider the challenges faced by other vulnerable pupils, such as those who have special educational needs and/or a social worker. Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they're set, 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	Socio-economic gap: many of our children (including some who do not qualify for the pupil premium grant) are from families who face financial hardship which means that they are not able to access many of the opportunities available to many of their peers. A high number of our families live in over-crowded homes and some in hostels so conditions for studying at home are less than optimal.
2	Mobility: This group of pupils are highly mobile. A clear understanding of prior learning and behavioural needs must be understood on entry to ensure pupils keep up and do not fall behind during transition between schools. An increasing number of these children are refugees from war-torn countries and do not speak much, if any, English.
3	A number of pupils eligible for Pupil Premium have experienced barriers to learning as a result of limited academic support and learning opportunities outside of school. For some pupils, there is limited capacity at home to reinforce learning, support the completion of homework, practise key skills or provide access to wider educational experiences. Differences in access to resources, technology and suitable spaces for learning have also contributed to gaps in knowledge and skills. While the school has provided additional resources and devices where appropriate, some pupils continue to require greater levels of school-based support in order to access learning successfully. As a result, identified pupils require targeted catch-up and additional teaching to address gaps in prior learning and secure the knowledge and skills needed to work towards age-related expectations. Pupil Premium funding is used to provide appropriate interventions, additional adult support and targeted learning opportunities, with pupils' progress regularly monitored to ensure provision is responsive to individual need.
4	Multiple barriers: 29.1% (124 out of 426) of our disadvantaged children also have an additional barrier to their learning including: EAL, SEND or Safeguarding needs.
5	Attendance and punctuality: The attendance of our pupil premium children is lower than that of our non-pupil premium children and the rate of persistent absence is much higher.
6	Communication and interaction: Disadvantages pupils (some) in the EYFS have lower than typical starting points when entering reception. The gap has widened during the COVID-19 School Closures.

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

That all disadvantaged pupils (who do not have a cognitive SEND need) meet the age-related expectation.	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in Reading, Writing, Maths and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
All disadvantaged children to make good progress from their starting points.	There will be systematic approach to the monitoring and assessing of progress measures for individual pupils who qualify for the Pupil Premium Grant and: • have a SEN/D need • are P/LAC • are subject to a CIN/CP plan This will include monitoring in: • Pupil Progress Meetings • Pupil Voice • Work Book Scrutiny • Lesson Observations
Reduce the effect of socio-economic gap.	Children in receipt of the pupil premium will have the opportunity to take part in a range of extra-curricular activities.
Children will have support that addresses their particular needs.	Children will have made progress from their starting points.
The attendance of vulnerable children will improve.	The percentage of persistent absentees will reduce to be in line with their counterparts.

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

Breakdown of costs

Staff	
Head of School	20% of salary + cost to school
SENDco	10% of salary + cost to school
Assistant Headteacher 1	10% of salary + cost to school

Assistant Headteacher 2	10% of salary + cost to school
ARP Lead	20% of salary + cost to school
SEND TA	100% of salary + cost to school
PPA cover teacher	20% of salary + cost to school

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc • programme run across EYFS, KS1 and tuition in KS2. • training for all staff • weekly support for those new to the school and those teaching phonics • phonics leader released to evaluate effectiveness of phonics teaching across the school to plan appropriate remedial actions and to monitor impact – this is alongside the HoS.	EEF Teaching and Learning Toolkit phonics overview shows impact of +5 months	1, 2, 3, 4

Maths • White Rose programme run across the school from Nursery to Year 6 • Fluency in number and ability to reason training and planning support provided for staff • Maths leader released to evaluate effectiveness of maths teaching across the school to plan appropriate remedial actions and to monitor impact - this is alongside the DHT.	EEF Teaching and Learning Toolkit teacher subject knowledge and mastery teaching Teachers to engage with the most up-to-date thinking from the maths hub,	1, 2, 3, 4
Writing • Develop teacher pedagogy focused on raising attainment in writing CPD for staff • Writing leader released to evaluate effectiveness of writing teaching across the school to plan appropriate remedial actions and to monitor impact.	EEF Teaching and Learning Toolkit teacher subject knowledge	

Reading • CPD for staff on how to engage reluctant readers • Large range of books provided to promote a love for reading • 1:1 Tuition for pupils who need to catch up • Small group Destination Reader sessions for focused support with fluency and comprehension Reading leader released to evaluate effectiveness of Reading teaching across the school to plan appropriate remedial actions and to monitor impact.	EEF Teaching and Learning Toolkit teacher subject knowledge and reading comprehension strategies	
Wider Curriculum • Primary Knowledge Curriculum programme used across the school • Each wider curriculum leader released to evaluate effectiveness of wider curriculum teaching across the school to plan appropriate remedial actions and to monitor impact – this is alongside the HoS.	EEF Teaching and Learning Toolkit teacher subject knowledge	1, 2, 3, 4

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Writing, Maths, Reading Y2, Y3, Y5, Y6 Middle Leader Teacher	EEF Teaching and Learning Toolkit	**1, 2, 3, 4**

Small group Phonics in Y1 and Y3	EEF Teaching and Learning Toolkit	**1, 2, 3, 4**
Small group Maths, Writing and Reading taught by SLT	EEF Teaching and Learning Toolkit	**1, 2, 3, 4**
Small group Writing and Maths taught Year 6 Teachers and SLT	EEF Teaching and Learning Toolkit	**1, 2, 3, 4**
1:1 Phonic intervention	EEF Teaching and Learning Toolkit tuition	**1, 2, 3, 4**
1:1 speech and language interventions in KS2	EEF Teaching and Learning Toolkit tuition	**1, 2, 3, 4**
Small group tuition for all PPG children	EEF Teaching and Learning Toolkit tuition	**1, 2, 3, 4**

Budgeted cost: £ 93,867

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be Therapy	EEF Teaching and Learning Toolkit	5, 6
Partnership with Primary Behaviour Service	EEF Teaching and Learning Toolkit	5, 6
Lunchtime provision -check in club	EEF Teaching and Learning Toolkit	5, 6
Lunch clubs run by senior leaders	EEF Teaching and Learning Toolkit	5, 6
Extra-curricular clubs	EEF Teaching and Learning Toolkit	5, 6
Attendance Administrator to be tenacious in the tracking and following up of nonattendance	EEF Teaching and Learning Toolkit	5, 6

Budgeted cost: £72,219

Total budgeted cost: £266,086

Part B: Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Year 6	Reading		Writing		Maths	
	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard
Total	29/59 (49%)	47/52 (90%)	28/59 (47%)	43/52 (83%)	31/59 (53%)	48/52 (92%)
PPG ***Inc. 10 SEN pupils (of which 3 EHCP)***	14/33 (42%)	30/33 (91%)	13/33 (39%)	25/33 (76%)	15/33 (45%)	30/33 (91%)

Year 5	Reading		Writing		Maths	
	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard
Total	36/60 (60%)	35/59 (59%)	35/60 (58%)	27/59 (46%)	37/60 (62%)	34/59 (58%)
PPG ***Inc. 6 SEN pupils (of which 4 EHCP)***	11/20 (55%)	12/33 (52%)	11/20 (50%)	9/33 (39%)	12/20 (60%)	13/33 (57%)

Year 4	Reading		Writing		Maths	
	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard
Total	51/84 (61%)	54/86 (64%)	34/84 (41%)	36/86 (42%)	52/84 (63%)	48/86 (56%)
PPG ***Inc. 5 SEN pupils (of which 2 EHCP)***	15/23 (65%)	20/31 (65%)	9/23 (39%)	14/31 (45%)	13/23 (57%)	17/31 (55%)

Year 3	Reading		Writing		Maths	
	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard
Total	41/59 (69%)	33/60 (55%)	28/59 (47%)	30/83 (50%)	33/59 (56%)	39/83 (65%)
PPG ***Inc. 5 SEN pupils (of which 3 EHCP)***	18/26 (69%)	17/32 (53%)	12/26 (46%)	16/23 (50%)	16/26 (62%)	19/23 (59%)

Year 2	Reading		Writing		Maths	
	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard
Total	49/60 (82%)	44/57 (77%)	29/60 (48%)	31/57 (54%)	34/60 (57%)	33/57 (58%)
PPG ***Inc. 7 SEN pupils (of which 2 EHCP)***	14/22 (64%)	15/23 (65%)	9/22 (41%)	11/23 (48%)	9/22 (41%)	11/23 (48%)

Year 1	Reading		Writing		Maths	
	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard
Total	43/60 (72%)	43/57 (75%)	44/60 (73%)	25/57 (44%)	43/60 (72%)	31/57 (54%)
PPG ***Inc. 7 SEN pupils (of which 5 EHCP)***	8/12 (67%)	11/17 (65%)	8/12 (67%)	6/17 (35%)	8/12 (67%)	7/17 (41%)

EYFS	Reading		Writing		Maths	
	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard	Baseline	Pupils reaching Expected Standard
Total	19/57 (33%)	43/60 (72%)	12/57 (21%)	43/60 (72%)	21/57 (36%)	43/60 (72%)
PPG ***Inc. 4 SEN pupils (of which 1 EHCP)***	3/7 (42%)	5/8 (63%)	0/7 (0%)	5/8 (63%)	2/7 (29%)	5/8 (63%)

Phonics: 14 pupils out of a total of 17 PPG pupils passed their phonics screening test: **83%.**

Attendance:

Year	2025/26	2024/25	2023/24
PPG Attendance %	94.1%	93.48%	93.53%

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.

Programme	Provider
Neli	OxED Assessments
Colourful Semantics	SALT (https://speechstuff.org.uk/colourful-semantic)
RWInc	Ruth Miskin
Bucket Time	Attention Autism
Place2Be Therapy	Place2Be
Primary Behaviour Service	Ealing primary Centre
Primary Knowledge Curriculum	Knowledge Schools Trust