St. John's
CE Primary School

Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John's CE Primary School
Number of pupils in school	227 (including 32 nursery and pre-school)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	30.09.26
Date on which it will be reviewed	30.09.27
Statement authorised by	Amanda Aze
Pupil Premium lead	Claire Taylor
Governor / Trustee lead	Viv Sloan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	*£87110.00*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	*£87110.00*

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Part A: Pupil premium strategy plan

Statement of Intent

At St John's CE Primary School our vision and values underpin all that we do. Through this we are committed to ensuring that our children that are disadvantaged are effectively supported so that they are given every opportunity to be successful and achieve their true potential, no matter what the barriers might be. We strongly believe that having high expectations of what our pupils are capable of and can achieve, despite disadvantage, is a guiding principle for all that we do at St John's School.

As a school it is our goal that all children that are identified as disadvantaged gain the knowledge and skills necessary by the end of KS1 to securely and confidently transfer to KS2 able to continue their learning across the whole curriculum to achieve their best so that they leave St John's fully equipped to move onto KS3 successfully. We are committed to ensuring that all children are fluent readers and this will be our number one priority for all disadvantaged children.

We believe that every family must feel they belong so that excellent attendance at St John's School ensures all children are able to make the most of every opportunity school offers. We prioritise the work of reaching out to parents and carers to be proactive in problem solving any barriers that prevent excellent attendance. We will go above and beyond in this work to make a difference for children. Linked to this our focus is to support families that need help so that we provide compassion, advice, and gateways to other services as and when necessary.

Our core aims are;

- to raise attainment and progress of Pupil Premium pupils so that their performance compares favourably with Non-Pupil Premium peers
- Address the inequalities in education of pupils from low income families and raise the attainment of these pupils.

What we expect to see;

Universal quality first teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this targeted intervention and support strategies are deployed in order to;

- Improve levels of attainment and progress
- Close attainment gaps relative to school/trust/national averages
- Enhance reading, writing and mathematical communication skills
- Have a clear focus on disadvantaged pupils, including those with SEND and more able pupils
- Support pupils in becoming aspirational, confident and successful learners

Our long-term strategy runs alongside the wider Academy Improvement Plans for education improvement.

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Challenges

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

Challenge number	Detail of challenge
1	Limited language skills with limited knowledge and use of vocabulary which impacts on progress particularly in reading and writing
2	A number of PP eligible pupils also have Special Educational Needs that create additional challenges to learning
3	Emotional and attachment needs due to adverse childhood experiences impact on children being able to attend to learning and regulate feelings and behaviours
4	Lack of engagement in regular and consistent reading aloud to a family member at home
5	Low attendance for some disadvantaged children and children that are disadvantaged and disadvantaged with SEN, including persistent absenteeism
6	Access to opportunities to support cultural capital

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
Teachers and support staff are trained and skilled to deliver quality first teaching and effective, focused interventions that enable disadvantaged children who are working below or falling behind to achieve ARE. Subject leaders are experienced in monitoring and identifying gaps that need to be closed and have excellent knowledge and skills to support teachers to be able to achieve this for all children including target disadvantaged learners in a positive way. Disadvantaged children in EYFS and KS1 become fluent readers and have fluency in number so they are prepared and ready to make good progress in all curriculum subjects when they begin KS2 Disadvantaged children in KS2 achieve expected outcomes or more so that they are prepared to be successful as they join KS3	Children have strengthened language acquisition and vocabulary knowledge and understanding. Speech and language intervention is used effectively to make a difference and close gaps. Good quality teaching and learning of phonics, writing and number enables all disadvantaged children to achieve ELG in reading, writing and number. All disadvantaged children gain fluency in reading and number to be able to access all aspect of our curriculum to achieve ARE in reading and maths by the end of KS1and move into KS2. By the end of KS1 they are secure in knowledge and skills to successfully achieve learning outcomes across the KS2 curriculum. Disadvantaged children in KS2 flourish. Children who still need to catch up to be fluent readers make good progress and achieve ARE by the end of KS2
Improvement in standards of oracy across the school so that disadvantaged children are able to be articulate, verbally make connections, recall prior learning and verbally demonstrate their	Disadvantaged children have developed improved spoken language and broadened vocabulary knowledge and understanding so that they achieve well across the whole curriculum,

learning across the curriculum in all foundation subjects to an age-related standard. This is grounded in an EYFS focus to secure excellent learning of tier 2 vocabulary through delivery of Drawing Club. High quality talk in maths is also a focus.	make connections and express their learning in new contexts Disadvantaged children are confident, speakers that have skills to be able to successfully express, communicate and present in a range of circumstances depending on purpose and audience
Children who are disadvantaged and have SEN make good progress from their starting points. All disadvantaged SEN children completing KS1 can read fluently	SEN disadvantaged children demonstrate clear progress through progress tracking that is matched to phonics interventions they are receiving. Ensuring that learners can read fluently is a priority. This ensures that SEN learners are achieve ARE. Some children with additional needs will also achieve GD School ensures that children read to an adult every day so they practice and improve their reading skills.
Parents and carers are involved with their child's learning and value the importance of making sure their children attend school every day so that there is no gap between disadvantaged pupils attendance and non- disadvantaged attendance.	All parents attend termly pupil conferencing meetings related to specific Success plan targets. All parents attend both parent consultation meetings. Persistent absentees & pupils identified. Pastoral Care Worker has met with PP children's parent(s) to draw up a plan to ensure improved attendance: barriers identified, support mechanism put in place/sign-posted and reviewed regularly. Attendance improves. Parents access opportunities to find out how their child is taught to support their understanding of phonics/spelling and Seesaw learning updates and are more aware of their child's learning PP pupils to continue their personal Seesaw account into Y1 to ensure parental engagement continues. All PP pupils complete home learning and, if not, are given opportunities in school. Breakfast club offered to PP pupils with poor attendance and/or punctuality. PP parents targeted for 'parent readers', parental workshops opportunities to be involved in the life of school.

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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT CPL– all teachers plan and deliver lessons that are underpinned by good subject knowledge, are clearly sequenced, use scaffolds effectively and use feedback to move learning forward	Steplab: The Professional Development Platform for Schools	1,2,3
R/W/inc Phonics Scheme including staff CPL for new teachers and TAS joining the school September 2023 Monitoring and evaluating the quality and consistency of phonics teaching alongside assessing impact is completed regularly by reading leader (English leader) English Leader CPD supported by R/W/Inc Literacy Specialist Subscription to R/W/Inc Portal used to coach and develop good practice of reading teachers Trust CPL offer	EEF Teaching and Learning Toolkit	1,2,4
Daily maths fluency teaching and practice R-6	Systematic number fact and times tables teaching | Number Sense Maths	1,2

Number Sense Scheme embedded Y1-5 CPL for teachers/TAS to deliver this effectively Monitoring and evaluation of impact (NTS Assessments T2/4/6) Additional intervention to address gaps monitored to ensure consistent QFT		
Oracy leaders embed oracy curriculum as an identified School curriculum driver making use of Trust INSET CPL delivered in April 2025	Talk 21	1
Mentoring support for ECTs with weekly team teaching support focus on catch up for target group	Education Development Trust	1,2,3
Wellcomm- Speech and language intervention Whole class approach F1+2	About WellComm - GL Support (gl-education.com)	1,2
ELSA Supervision for ELSA		3

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

QFT that attends to effective modelling, scaffolding and feedback during lessons - coaching for 2 ECTs joining September 2026 to be successful in this. CPL/coaching model using drop in strategies to improve universal TLA approach	EEF Teaching and Learning Toolkit Steplab: The Professional Development Platform for Schools	1,2
Handwriting interventions to support automaticity of letter formation/writing	Evidence based practices for teaching writing Steve Graham and Amy Gillespie	1,2
Maths pre-teaching	Babcock/Dr Ruth Trundley	1,2
R/W/inc 1:1 phonics Interventions	EEF Teaching and Learning Toolkit	1,2
Daily reading with target children who do not read very regularly at home	Reading for Pleasure	1,2,4
Teaching of reading to improve comprehension skills	EEF Teaching and Learning Toolkit	1,2,4
Precision teaching for SEN pupils	Precision Teaching	1,2,
Speech and language interventions for target pupils	Resources : The Balanced System Pathway	

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

Budgeted cost: £32,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
18hr/wk of Parent Liaison Officer also responsible for promoting and supporting good attendance	NAPCE	5
Attendance monitoring and early help to make improvements for target pupils.	Supporting attendance | EEF (educationendowmentfoundation.org.uk)	5

Community Café and gateway to early help services held every month		
ELSA Provision and TLG Coaches	NAPCE	3
Trick Box -Emotional Management and Personal Development Programme introduced Staff CPL Monitoring and evaluation of impact	Trick Box – Personal Development Programmes	2,3
Funded Peripatetic Music Lessons	Arts Council	2,6
Pastoral Lunch Club	NAPCE	3
Breakfast Club provision	NAPCE	3,5
Forest School Club	NAPCE cultural capital fosters skills in children that enhance educational performance.	3
Y5 Shakespeare Festival Project at Weymouth Pavilion	Arts Council cultural capital fosters skills in children that enhance educational performance.	6
Subsidised residential visits/day trips/enrichment opportunities	cultural capital fosters skills in children that enhance educational performance.	6
School uniform vouchers	NAPCE	EYFS/KS1/KS2

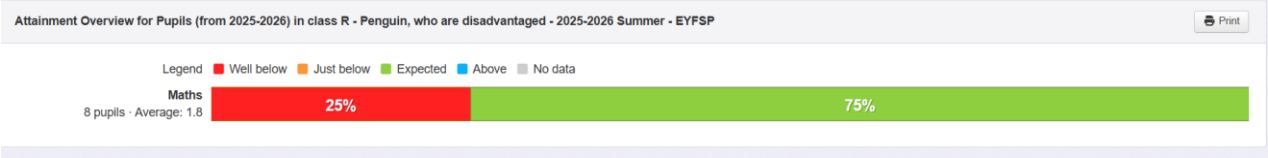
Total budgeted cost: £87,110

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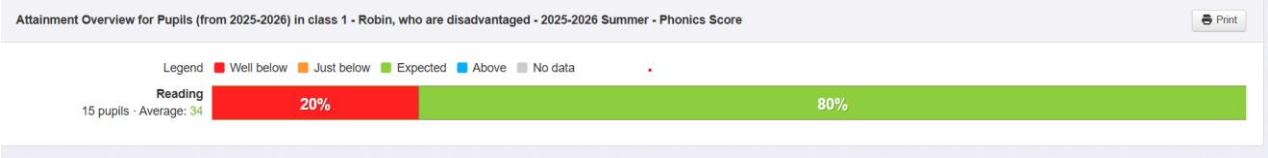
Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

This details the impact that work had on disadvantaged pupils in the 2025 to 2026 academic year.

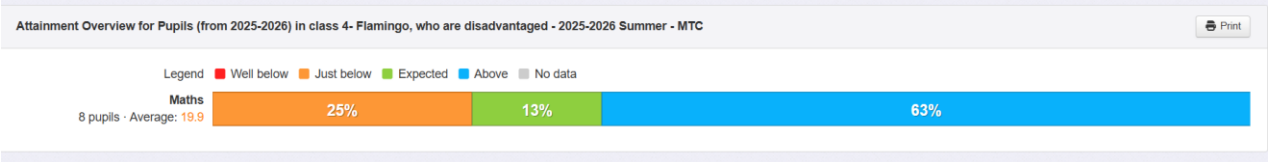
Reception



Year 1



Y4



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Steplab	Steplab: The Professional Development Platform for Schools
TTRS	Eshed
Lexia	Lexialearning.com
Accelerated Reader	Renaissance Learning

Number Sense	Number Sense Maths
WellComm	GL Education