

# Pupil premium strategy statement – St John’s C E Primary School

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.

## School overview

**Total number of pupils: 239**

**Number of pupils eligible for Pupil Premium: 47 (19.7%)**

Detail	Data
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	21%
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 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	02.09.25
Date on which it will be reviewed	01.09.26
Statement authorised by	A Blackburn
Pupil premium lead	A Blackburn
Governor / Trustee lead	M Brooke

## Funding overview

**Total Pupil Premium funding: £76,000**

Detail	Amount
Pupil premium funding allocation this academic year	£76,000
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>	£76,000

# Part A: Pupil premium strategy plan

## Statement of intent

At **St John's C E Primary School**, our ultimate objective is to ensure that all disadvantaged pupils are supported to achieve their full potential—academically, socially, and emotionally. We are committed to closing the attainment gap between pupils eligible for Pupil Premium and their peers, while fostering a nurturing environment where every child feels valued and empowered to succeed.

Our intent is to ensure that all pupils, irrespective of their background or challenges, make good progress and achieve high attainment across all subject areas. We aim to close the attainment gap between disadvantaged pupils and their peers through high-quality teaching, targeted academic support, and wider strategies that address social and emotional needs

Our current pupil premium strategy is designed to address the specific barriers faced by our disadvantaged pupils. It combines high-quality teaching, targeted academic support, and wider strategies that promote wellbeing, engagement, and equity of opportunity. Through evidence-based interventions and regular progress monitoring, we aim to accelerate learning and improve outcomes for all Pupil Premium children.

The key principles of our strategy include:

- **Equity:** Ensuring all pupils have access to the resources and opportunities they need to thrive.
- **Early intervention:** Identifying and addressing learning gaps and social-emotional needs as early as possible.
- **High expectations:** Maintaining ambitious goals for all pupils, regardless of background.
- **Collaboration:** Working closely with families, staff, and external partners to provide holistic support.
- **Accountability:** Using data and pupil voice to evaluate impact and refine our approach.

## Challenges

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

Challenge number	Detail of challenge
1	<b><i>Speech, language and communication needs:</i></b> About <b>50% of children in socioeconomically deprived areas</b> start school with a language delay—not meeting developmental expectations

	<p>for thinking, reasoning, or effective communication. These delays are twice as common as in more affluent areas.</p> <p>Children from low-income families are on average <b>19 months behind</b> their wealthier peers in vocabulary by age five (The Communication Trust, 2025). St John's ISDR (2024) stated that the school's Pupil Base Deprivation is 'Well Above Average.'</p>
2	<p><b><i>Health and social care needs:</i></b></p> <p>Recent data shows that <b>27% of children in Dewsbury West are classified as 'Obese'</b>, with a further <b>14% identified as 'Overweight'</b>. (Obesity Health Alliance, 2020). This highlights a significant public health concern in the local area and underscores the importance of promoting healthy lifestyles within the school community. Access to healthy food was poorer in the more deprived areas with residents of Dewsbury reporting greater use of takeaways, being least confident in preparing a meal from basic ingredients and reporting the lowest likelihood of eating five items of fruit and vegetables a day (Kirklees, 2025).</p> <p>For Pupil Premium children, who may face additional barriers to accessing nutritious food, physical activity, and health education, this data reinforces the need for targeted interventions.</p>
3	<p><b><i>Lower attendance and punctuality:</i></b></p> <p>In 2024 – 2025, Pupil Premium children's attendance was 90.7%, which is 3.2% less than non Pupil Premium children's attendance at 93.8% All pupils attendance was 93.2%. Pupil Premium attendance at 90.7% was 2.2% less than similar school, which stood at 92.9% (DfE Viewyourdata website, September 2025). Attendance across school is an area of significant concern, identified by school leaders and governors.</p> <p>Persistent Absentee in 2025 was 23.56% for all children in school, which clearly needs reducing.</p>
4	<p><b><i>Social, emotional and mental health challenges:</i></b></p> <p>Pupil Premium pupils may experience emotional instability, anxiety, or behavioural difficulties due to external factors such as family stress, housing insecurity, or trauma. At St John's we feel this is under reported and many in our school community, possibly because of religious reasons feel embarrassed to come forward for help. The current 'cost of living crisis' is only anticipated to get worse for some families, which in time could result in further mental health support needed for children in these families.</p>
5	<p><b><i>Attainment gaps in core subjects:</i></b></p> <p>Whole school attainment for Maths was 72% where as Pupil Premium was 9% less at 67%.</p> <p>Whole school attainment for Reading was 68% where as Pupil Premium was 3% less at 65%.</p> <p>Whole school attainment for Writing was 58% where as Pupil Premium was 4% less at 54%.</p> <p>In Early Years, there was a significant difference in Reading where the year group average for achieving the ELG for Reading was 76% overall but 16% less for Pupil Premium children at 60%.</p>

	Further investment in high quality is needed to ensure these gaps don't get any wider.
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## 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.

- Improved attainment in reading, writing, and maths for PP pupils
- Increased attendance and reduced persistent absence
- Enhanced wellbeing and engagement in school life
- Narrowing of the attainment gap between PP and non-PP pupils

Intended outcome	Success criteria
Ensure early identification and intervention for pupils with speech, language and communication needs (SLCN) and embed high quality language-rich environments across school.	<ul style="list-style-type: none"> <li>• Pupils show accelerated progress in speech and language assessments.</li> <li>• Reduction in the gap between PP and non-PP pupils in vocabulary scores.</li> <li>• Increased pupil confidence in speaking and listening activities.</li> <li>• Targeted interventions e.g. NELI for targeted pupils.</li> <li>• Classroom observations show consistent use of language modelling strategies.</li> <li>• Staff trained in effective SLCN support strategies.</li> <li>• Increased engagement in structured talk and storytelling activities.</li> <li>• Termly reviews show measurable progress in communication skills.</li> <li>• PP pupils demonstrate improved outcomes in reading and writing - pupils use a wider range of vocabulary in spoken and written work.</li> </ul>
Increase awareness of healthy eating and nutrition among Pupil Premium pupils and their families, improved access to healthy foods and increased participation in extra-curricular activities to help decrease obesity rates.	<ul style="list-style-type: none"> <li>• Pupils can identify healthy food choices and understand basic nutrition.</li> <li>• Families engage with school-led healthy eating workshops or resource.</li> <li>• Pupil voice surveys show improved attitudes toward healthy eating over a 3 year period.</li> <li>• All PP pupils have access to free or subsidised healthy meals.</li> <li>• Reduction in reports of hunger or poor concentration linked to diet</li> <li>• Increased engagement in extra – curricular sports clubs to improve physical fitness indicators (e.g. stamina, coordination)</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils demonstrate consistent healthy choices in school (e.g. lunchbox contents)</li> <li>• Families report increased confidence in preparing healthy meals</li> </ul>
<p>Increase overall attendance of Pupil Premium pupils to be in line with or above national averages and sustain this within the next 3 years.</p> <p>Reduce persistent absenteeism across the school, improve punctuality with a focus on disadvantaged pupils by strengthening family engagement.</p>	<ul style="list-style-type: none"> <li>• PP attendance figures to improve from 90.7% to at least 93%, in line with national.</li> <li>• Gap between PP and non-PP attendance reduced to less than 1%.</li> <li>• Attendance of PP pupils meets or exceeds similar school average (92.9%).</li> <li>• Persistent absenteeism rate falls below 15% for all pupils.</li> <li>• PP pupils identified as persistently absent receive targeted support.</li> <li>• Termly attendance reviews show sustained improvement.</li> <li>• Reduction in number of late marks recorded for PP pupils.</li> <li>• Increased engagement with breakfast club and morning routines.</li> <li>• Improved readiness to learn observed in morning sessions.</li> <li>• Increased attendance at parent workshops and meetings.</li> <li>• Positive feedback from families on support received.</li> <li>• Families report improved understanding of attendance expectations</li> </ul>
<p>Increase identification and support for pupils experiencing emotional or mental health challenges, including those who are PP, in order to make them more resilient.</p>	<ul style="list-style-type: none"> <li>• Pupils demonstrate increased emotional regulation and coping strategies.</li> <li>• Reduction in behaviour incidents linked to emotional distress.</li> <li>• Pupil voice surveys show good wellbeing and sense of safety.</li> <li>• Staff trained in recognising signs of emotional distress.</li> <li>• Increased referrals to internal and external support services.</li> <li>• More pupils accessing pastoral and counselling support.</li> <li>• Families and pupils report greater confidence in discussing emotional needs.</li> <li>• Increased engagement with wellbeing initiatives and workshops.</li> <li>• Positive feedback from parents and carers on support received.</li> </ul>

	<ul style="list-style-type: none"> <li>• Targeted support plans in place for vulnerable families.</li> <li>• Improved attendance and engagement for pupils from high-risk households.</li> </ul>
Prevent widening of attainment gaps between PP and non-PP children through high-quality teaching and support.	<ul style="list-style-type: none"> <li>• Reduce gap between PP and non-PP pupils in all core subjects from 9% in Maths, 4% in Reading and 3% in Writing to 0% but if not then 3% or less, making this a consistent 3-year trend.</li> <li>• In EYFS, an increase in the % of Pupil Premium children reaching the ELG for Reading so there is no gap between PP and non-PP children. This then should be mirrored with the % of children achieving overall GLD at the end of Reception – no significant difference between PP and non-PP children.</li> <li>• No significant difference between PP and non-PP children achieving the expected standard at the end of KS2 (Year 6).</li> <li>• At least <b>90% of PP pupils</b> engage in weekly reading activities outside of the normal reading lesson.</li> <li>• All PP pupils receive targeted support based on assessment data.</li> <li>• Termly progress reviews show narrowing gaps in all core subjects.</li> </ul>

## 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)

- **CPD for staff on inclusive teaching strategies**
- **Use of formative assessment to close gaps**
- **Targeted phonics and reading interventions**

Budgeted cost: £54,306

Activity	Evidence that supports this approach	Cost per year (£)	Challenge number(s) addressed
Purchase of standardised diagnostic assessments as advised by Learning Accord.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	£1500	5

Training, including during INSET and staff meeting time, for staff to ensure assessments are interpreted and administered correctly.	<a href="#">Diagnostic assessment   EEF</a>		
Purchase of Testbase subscription to aid the teaching and learning in all core subjects.	Testbase is used by over 12,000 schools nationwide, which suggest it is a highly recommended and effective resource for Primary Schools,. Especially for children in Year 6 at the end of KS2 (Testbase, 2025).	£250	5
Purchase of RWI - <a href="#">DfE validated Systematic Synthetic Phonics programme</a> and an associated RWI Development Day to secure stronger phonics teaching for all pupils. RWI Development days include staff coaching for those delivering daily teaching and targeted RWI intervention for an hour daily.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF.</a>	£1500	5
Annual subscription to Accelerated Reader Reading Book Programme.	<b>91%</b> of pupils following Accelerated Reading reached or exceeded expected standards, compared to <b>64%</b> of non-Accelerated pupils (Renaissance, 2025). Similarly EEF (2001) found that there was a 3 month plus positive difference in comprehension ability for those who did access Accelerated Reading compared to those who don't.	£360 (40x£9 per pupil).	5

<p>Year 6 teacher released for 1 day per week and covered by an experienced KS2 teacher in order to strengthen teaching quality and consistency in Year 6, especially as 2025 – 2026 see's St John's first Year 6 cohort.</p>	<p>Curriculum carefully planned and resourced from scratch. Experienced KS2 teacher delivers high-impact lessons weekly Lesson observations show strong subject knowledge and differentiation Year 6 teacher reports increased confidence and effectiveness through collaboration All of the above is well known by leaders in school to enable children to make good progress and attain well. The targets set by school aimed at least been in line with National figures (DfE, 2025).</p>	<p>£11,149 for cover. £9,307 for curriculum planning = £20,456.</p>	<p>5</p>
<p>Ensure all pupils in Reception and Year 1 receive high-quality teaching that builds strong foundations in literacy, numeracy, and social development by ensuring PPA/Management time in Early Years and Year 1 (2 days in total) is covered by an experienced teacher so that children can make their best start to their education at St John's.</p>	<p>A 2024 report, <i>Strong foundations in the first years of school</i>, confirms that <b>high-quality early education</b> improves academic achievement, wellbeing, and is particularly beneficial for pupils with delayed early learning, many of whom would be Pupil Premium.</p>	<p>£18,610</p>	<p>5</p>
<p>Writing Lead to attend relevant INSET and conferences regarding improving the teaching and learning or Writing in school in response to the new Writing Framework and below average standards in</p>	<p>A consistent and well-structured writing framework is essential for ensuring high-quality teaching and learning in writing across all year groups. It provides clarity, progression, and coherence in the development of writing skills, enabling pupils to build on prior knowledge and meet age-related expectations.</p>	<p>£5000</p>	<p>5</p>

<p>attainment at St John's for Writing. Furthermore, additional release time for Writing Lead to carry out monitoring in the form of learning walks, books looks, pupil voice sessions and scrutiny of data to inform practice across school and raise standards. This includes the monitoring and implementation of Pathways to Write, teaching of handwriting and use of dictation across school as part of transcription across school.</p>	<p>The role of the <b>writing lead</b> in monitoring the implementation of this framework is vital to its success. Through regular scrutiny of planning, pupil outcomes, and teaching practice, the writing lead ensures:</p> <ul style="list-style-type: none"> <li>• Consistency across classes and key stages, reducing gaps in learning and ensuring equitable access to high-quality writing instruction.</li> <li>• Progression in writing skills, with clear expectations for genre, grammar, vocabulary, and composition.</li> <li>• Targeted support and professional development, identifying areas for improvement and sharing best practice.</li> <li>• Accountability and impact, using data and pupil work to evaluate the effectiveness of writing strategies and interventions.</li> </ul> <p>DfE, 2024.</p>		
<p>HLTA cover 2 hours a day in the mixed year group class in school to ensure smaller group, more focused learning for Maths and English Writing can be delivered.</p>	<p>Leaders feel that not to not overload staff workload and therefore mental health as well as children been able to get more targeted teaching and support against objectives for their year group is money well spent.</p>	<p>£6,630</p>	<p>5</p>
<p>Purchase of AI Writing Moderation tool, training to improve quality of teaching and learning of all learners and needs in</p>	<p>Staff knowledge and understanding is increased so that the progress of FSM attainment for writing is not at a disadvantage compared to their peers.</p>	<p>£2489</p>	<p>5</p>

Year 5 and 6 with regards to writing and release time for Writing coordinator and other relevant staff to ensure writing standards rise across school and judgements in the assessment of writing are accurate.			
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

- **Small group tutoring in maths and literacy**
- **Deployment of teaching assistants for focused support**
- **Use of diagnostic tools to identify learning gaps**

Budgeted cost: £9120

Activity	Evidence that supports this approach	Cost per year (£)	Challenge number(s) addressed
Support staff hours for specific interventions, including RWI coaching and Timestables in school during an afternoon (2 hours per day 5 times a week for KS1 and EY for 38 weeks per year) Interventions developed throughout the year depending on need. £16p/h – ETA.	<ul style="list-style-type: none"> <li>• Attainment Gap between FSM and non-FSM children closes in Maths, Reading and Writing by at least 5%.</li> <li>• Support staff to independently lead high quality interventions.</li> <li>• EEF report that Structured phonics interventions delivered by TAs can be effective. TAs can run interventions (e.g., small-group phonics sessions), but these should be: <ul style="list-style-type: none"> <li>✓ Carefully planned, content-aligned, and regularly monitored</li> <li>✓ Explicitly tied to teacher instruction, ensuring coherence with whole-class learning.</li> </ul> </li> </ul> <p>At St John's this time for support staff ensures the above.</p>	£6080	5

Delivery of NELI programme of work to identified children in Reception with Speech and Language needs.	<ul style="list-style-type: none"> <li>• <b>Children from</b> disadvantaged backgrounds <b>achieved up to 7 months'</b> progress with NELI compared to those who don't.</li> </ul>	£3040	1
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

- Pastoral support and counselling services
- Subsidised trips and extracurricular activities
- Attendance monitoring and family engagement

Budgeted cost: £10,085

Activity	Evidence that supports this approach	Cost per year (£)	Challenge number(s) addressed
Headteacher and Senior Business Support Officer to spend up to an hour a day monitoring attendance, carrying out visits and liaising with families (e.g. parental contracts) in order to raise the profile of and improve good attendance.	<p>DfE strongly advocate for the strategic use of school time to monitor pupil attendance and conduct daily home visits where necessary. Regular attendance is a critical factor in ensuring academic success, safeguarding wellbeing, and promoting positive engagement with education. By dedicating time during the school day to proactively track attendance and follow up with families through home visits, staff can:</p> <ul style="list-style-type: none"> <li>• <b>Identify and address barriers to attendance early</b>, including health, transport, or family-related challenges.</li> <li>• <b>Build stronger relationships with families</b>, fostering trust and collaboration in supporting pupils.</li> <li>• <b>Ensure safeguarding protocols are upheld</b>, particularly for vulnerable pupils or those at</li> </ul>	£3040 (£16x 38 weeks for Senior Business Support Officer, no cost for Headteacher time.	3

	<p>risk of persistent absence.</p> <ul style="list-style-type: none"> <li>• <b>Promote a culture of accountability and care</b>, reinforcing the message that every day in school matters.</li> </ul> <p>(DfE, 2025).</p>		
Educational Visits contribution at around £20 per child, once a year.	<ul style="list-style-type: none"> <li>• Contingency for 15 FSM children to attend educational visits without adding additional financial pressure on families (6 identified as history shows parents prefer to contribute but anticipated to be higher due to cost of living crisis).</li> </ul>	£300	4
Funding of milk daily for Free School Meal children (£45 per child for 3 terms)	<ul style="list-style-type: none"> <li>• FSM children to have milk once a day as part of improving their diet and in particular increase their calcium intake to support the growth of healthy teeth and bones at such as young age.</li> </ul>	£1665	2
Attendance at Breakfast Club (Possible 10 children at cost of £1.50 per day).	<ul style="list-style-type: none"> <li>• Children better equipped for learning due to a good breakfast – better concentration in class resulting better outcomes.</li> </ul>	£2850	2
Training and support for mental health lead in school and time per week designated to mental health across school, including possible workshops with parents.	<ul style="list-style-type: none"> <li>• In its <b>2021 “WHO guideline on school health services”</b>, the WHO emphasizes that <b>quality, evidence-based delivery and effective implementation</b> of school-based health—including mental health—is essential for achieving positive health and educational outcomes.</li> </ul>	£2230 – 1 hour per week.	4

Total budgeted cost: £73,511

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- 91% of children in Year 1 achieved the expected standard in Phonics – no differences between Pupil Premium and Non-Pupil Premium children.
- Not significantly but some of the gaps between Pupil Premium and all children has widened in Maths, Reading and Writing, which has resulted in significant changes in how the money will be spent for the next 3 years starting in September 2025.

### 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
N/A	

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

N/A
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