

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 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 & St James' CofE Primary
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2026 to 2027 - 2028
Date this statement was published	Nov 2025
Date on which it will be reviewed	June 2028
Statement authorised by	Central Governing Board
Pupil premium lead	Grace Gladstone
Governor / Trustee lead	Sian Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,990

Part A: Pupil premium strategy plan

Statement of intent

At St John and St James Church of England Primary School, our Christian vision, "Love your neighbour," and our ethos, "*We learn together, we journey together and we pray together*," are at the heart of everything we do. Guided by the teachings of Jesus, we seek to create a loving and inclusive community where every member of our school family - children, families and staff - feels valued, supported and inspired to flourish. Together, we nurture a place where all can learn, grow and thrive in God's love.

When children begin their St John and St James journey, we aim to plant a lifelong seed: a love of learning. We want our pupils to come to school each day filled with curiosity, excitement and confidence to embrace new experiences and challenges, supported by a strong sense of belonging and purpose.

As a Church of England school, our curriculum is carefully designed to reflect our Christian values and the diverse community we serve. It provides all children with the knowledge, skills and spiritual grounding they need to flourish and make a positive difference in the world. We view our curriculum as our children's opportunity to thrive; developing academically, socially, morally and spiritually.

Our intention is that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support and challenge disadvantaged pupils to achieve the best possible outcomes and ensure they continue to make good progress from their starting points.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, benefits the non-disadvantaged pupils in our school. Implicit in this approach is our commitment that non-disadvantaged pupils' attainment will also be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about disadvantage. The strategies we adopt complement one another to help pupils excel. To ensure they are effective, we will:

- Provide quality-first teaching by excellent teachers, supported by our leadership and support staff teams.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Hold high expectations for children's progress and wellbeing.
- Act early to intervene at the point where need is identified.
- Be responsive and deliver personalised provision.
- Develop and maintain strong partnerships with families and outside agencies.

- Provide 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	Assessments, observations, and discussions with pupils indicate underdeveloped receptive and expressive language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in our On Entry assessments in Reception. However, the vocabulary gap is also evident from KS1 through to KS2 and in general, is more prevalent among our disadvantaged and EAL pupils than their peers.
2	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers in KS1.
4	Assessments, observations and monitoring of pupils' learning, show that the combined outcomes for disadvantaged pupils at the end of KS2 in reading, writing and maths are in line, or above, local and national averages but lower than the national average at the greater depth standard, particularly in maths.
5	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
6	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
7	Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.

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
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 formative assessment.
Improved early reading attainment among disadvantaged pupils.	Phonics screening outcomes and KS1 reading outcomes in 2025/26 show that the percentage of disadvantaged pupils passing is in line with their peers, local and national averages.
Improved reading attainment among disadvantaged pupils in KS1.	KS1 reading outcomes in 2025/26 show an increased percentage of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that the number of pupils achieving the expected and higher standard in maths is in line with local and national averages.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Experiences and visitors planned for all pupils across the year
To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school projects	Parental engagement activities are strategically planned and numbers / feedback demonstrate sustained access.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points.	EEF guide to Pupil Premium suggests that quality first teaching is the key to improving outcomes for disadvantaged pupils. Leaders to be released to support across the school to improve quality first teaching. Team teaching and planning, modelled lessons and coaching sessions. CPD Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015.	1, 2, 3, 4
Release time for leaders to provide additional coaching / mentoring/ team teaching and bespoke CPD to support for Early Career Teachers, new to school induction or additional support to teachers identified across the school through monitoring activities in order to ensure consistency in outcomes for all pupils.	Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).	1, 2, 3, 4
Develop pupils' comprehension of ambitiously pitched and rich texts	EEF Evidence Reading comprehension strategies are high impact (on average +6 months). Alongside phonics it is a crucial	1, 2, 3, 4

	<p>component of early reading instruction.</p> <p>EEF Reading Comprehension Strategies</p>	
<p>Release time for leaders to develop CPD to support teachers and support staff deliver oral language interventions through the teaching of explicit vocabulary, the use of structured questioning to developing reading comprehension and developing oracy skills.</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>	1, 2, 3, 4, 7
<p>Deepen pupils' mathematical reasoning skills and range of strategies for solving problems Continue to actively engage with Maths Hub resources and CPD (Sustaining Mastery and Mastering Early Number programmes).</p>	<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> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematical Problem Solving in Grades 4 Through 8</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 2, 3, 4
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021. Within the</p>	1, 2, 3, 4

	school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.	
Improve the quality of social and emotional learning and pupil wellbeing. These approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train and support specific teaching assistants to lead language sessions and school based catch up interventions across the school.	<u>Communication and language approaches</u> emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.	1, 2, 3, 4, 7
Deliver the NELI and Wellcomm interventions for key children in EYFS.	Fund release time for trained TA to deliver the intervention. An EEF evaluation showed that the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.	1, 2, 3, 4

	<p>These impacts on language skills were still seen 6 months after the intervention.</p> <p>Nuffield Early Language Intervention, EEF</p>	
Further develop our 1:1 tutoring offer to catch up any pupils at risk of falling behind in phonics through additional training	<p>EEF analysis of studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF Evaluation Evidence Phonics The Reading Framework, DfE</p>	1, 2, 3
Further enhance our targeted intervention offer for core subjects by improving staff expertise, using evidence to inform decision making and rigorously monitoring and evaluating outcomes.	<p>High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be used carefully.</p> <p>EEF Selecting Targeted Interventions</p>	1, 2, 3, 4
Online mathematics programmes including Mathletics and TTRS	<p>Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised residential visit	The EEF, consider evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children,	5, 6

(Kench Hill) for children in receipt of the pupil premium grant and school trips	including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	
Subsidised extend day including ASC, BC and curriculum club offer for disadvantaged pupils	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. EEF research indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. Before and after school programmes with a clear structure, a strong link to the curriculum, are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	1, 2, 3, 4, 5
Release leaders to deliver parent workshops: phonics, reading, maths, computing to develop skills in supporting children at home and to give an overview of learning at SJSJ	The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021).	1, 2, 3, 4, 6, 7

Total budgeted cost: £100,000

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.

Statutory Assessment – End of KS2 Results 2025

	PPG	National PPG	National (all children)
Reading	84%	63%	75%
Writing	89%	59%	72%
Maths	79%	61%	74%
RWM	79%	47%	62%

Teaching:

We believe that disadvantaged pupils can thrive in the classroom and attain well due to the school having high expectations, high quality teaching and inclusivity. Some of our Pupil Premium children have significant additional needs and vulnerabilities. Data and learning in books demonstrates that in all year groups, disadvantaged pupils made expected or better than expected progress in reading, writing and maths from their starting points and gaps are closed by the end of KS2. Our Senior Leadership Team works closely with staff to ensure children's barriers to learning are clearly understood, the learning is adapted skilfully to meet the needs of all learners within the school and the robust monitoring processes enable us to measure the impact; making refinements to the provision where necessary.

Targeted Support:

Senior Leaders ran tuition groups after school and during assemblies to support raising the attainment of pupils across the school. Termly assessments demonstrate children's progress and support leaders in monitoring these interventions. Our speech and language therapist has worked closely with our teaching assistants so they are best equipped to deliver daily SaLT interventions across the school. This has led to improved communication and language development for children receiving additional support. We also work closely with our Educational Psychologist and WAMHS clinician to identify ways to further support disadvantaged children throughout the school. Providing regular training for support staff, as well as teaching staff, has allowed us to provide consistency within the school and understand the importance of this.

Wider Community:

At St John & St James, we always aim to provide exceptional pastoral support to pupils and families. All children, when surveyed, said they enjoy coming to school and feel valued and respected. Starting each day with mindfulness and referring to the zones of regulation at regular points throughout the day has had a positive impact on pupils' ability to regulate their emotions. We also provide regular opportunities for parents to come together for coffee mornings where the school's WAMHS clinician is often available to provide further support. Children across the school have benefitted from a range of educational trips, including Year 2 visiting St Paul's Cathedral and Buckingham Palace and Year 6 visiting the Bank of England and an off-site residential; supporting them with becoming more independent and resilient individuals.